DOCUMENT RESUME

ED 463 579 EA 031 578

TITLE	Our Goal: High-Performing Schools and High-Achieving Students. 2001 Annual Report to Members.
INSTITUTION	Northwest Regional Educational Lab., Portland, OR.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	2001-00-00
NOTE	78p.
AVAILABLE FROM	Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204-3297. Tel: 503-275-9500; Fax: 503-275-9489; Web site: http://www.nwrel.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Achievement; Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Partnerships in Education; Programs

ABSTRACT

This report describes activities of the Northwest Regional Educational Laboratory for 2001 as it works to improve education for Northwest regional schools. Following the year's highlights, topics are presented in four sections. The first section involves problems and potential: reengineering schools; quality teaching and learning; student assessment; literacy and language development; school, family, and community partnerships; and strategies to help schools solve problems and be high-performing learning communities. The second section focuses on programs and centers: the Assessment Program; the Child and Family Program; the Comprehensive Center; the Education, Career, and Community Program; the Equity Center; the Evaluation Program; the Mathematics and Science Education Center; the National Mentoring Center; the National Resource Center for Safe Schools; the School Improvement Program; and the Technology in Education Center. The third section discusses results and impact, including applied research and development, training and technical assistance, and information dissemination. The last section describes the various parts of the Northwest Regional Educational Laboratory, lists committee members involved in governance and policy, lists staff members, presents a statement of the financial position, and lists participating member institutions. (RT)

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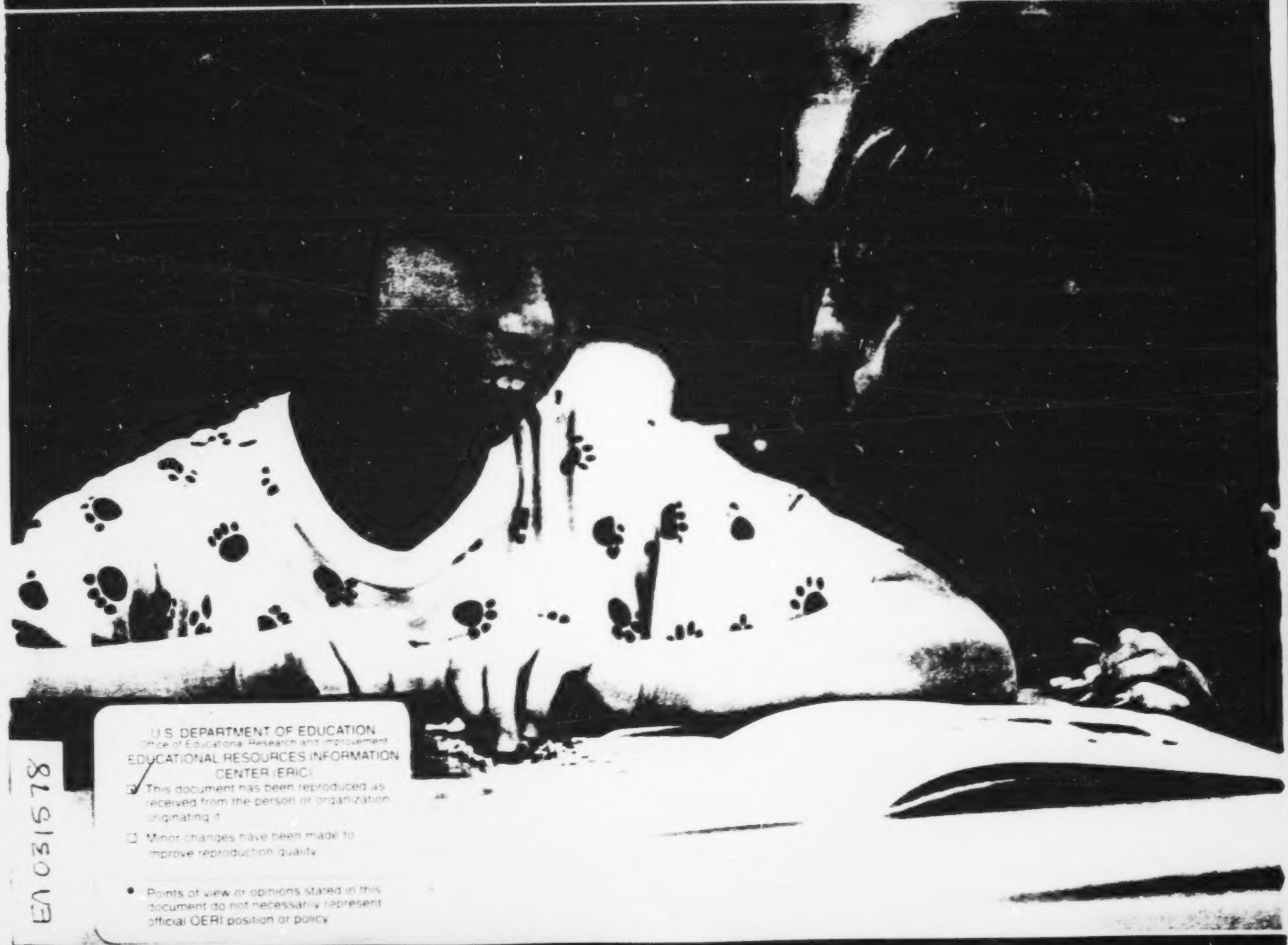
[illegible] ANNUAL REPORT TO MEMBERS

NORTHWEST REGIONAL EDUCATIONAL LABORATORY

OUR GOAL: HIGH-PERFORMING SCHOOLS AND HIGH-ACHIEVING STUDENTS



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THE FUTURE

High-Performing Schools, Learning Communities, and Procedural Knowledge

New words and phrases are becoming common in the education vocabulary as schools make changes and implement practices to meet state standards and help all students to achieve to high levels … phrases like "high-performing schools," "learning communities," and "procedural knowledge."

Researchers find that "high-performing schools" have five elements:*

1. Shared vision by educators and community members of high expectations for all students
2. Challenging curriculum that engages students in learning
3. Supportive organizational structure
4. Proactive community relations that engage parents and community members
5. Culture of a collaborative learning community

A school is a "learning community" when educators, parents, students, and community members all continuously learn and change, as part of taking collective responsibility for improving student achievement.

Further, students who attend and learn in schools that have these characteristics will all achieve to high levels.

The Northwest Regional Educational Laboratory this year began a new five-year plan, with funding from the U.S. Office of Educational Research and Improvement (OERI), that focuses on helping schools become high-performing learning communities.

To do this we have:

- Identified priority problems that schools face as they strive to be high performing
- Formed problem-focused teams composed of staff members across our program and center organizational units who, in concert with other NWREL activities, are developing new products and processes for use by schools and providing training and technical assistance to help them become high-performing learning communities

Throughout our work, we will be identifying and documenting "what works" for our Northwest schools; in the vocabulary of educational researchers that is "procedural knowledge." By doing this and sharing the results, all schools will benefit from the trials and experiences of those who are successful.

Carol F. Thomas

Dr. Carol Thomas
NWREL Chief Executive Officer

* As identified by the High Performance Learning Communities Project, RPP International

2001 ANNUAL REPORT TO MEMBERS

NORTHWEST REGIONAL EDUCATIONAL LABORATORY

HIGH-PERFORMING SCHOOLS: HIGH-ACHIEVING STUDENTS

NWREL's mission is to improve educational results for children, youth, and adults by providing research and development assistance in delivering equitable, high-quality educational programs.

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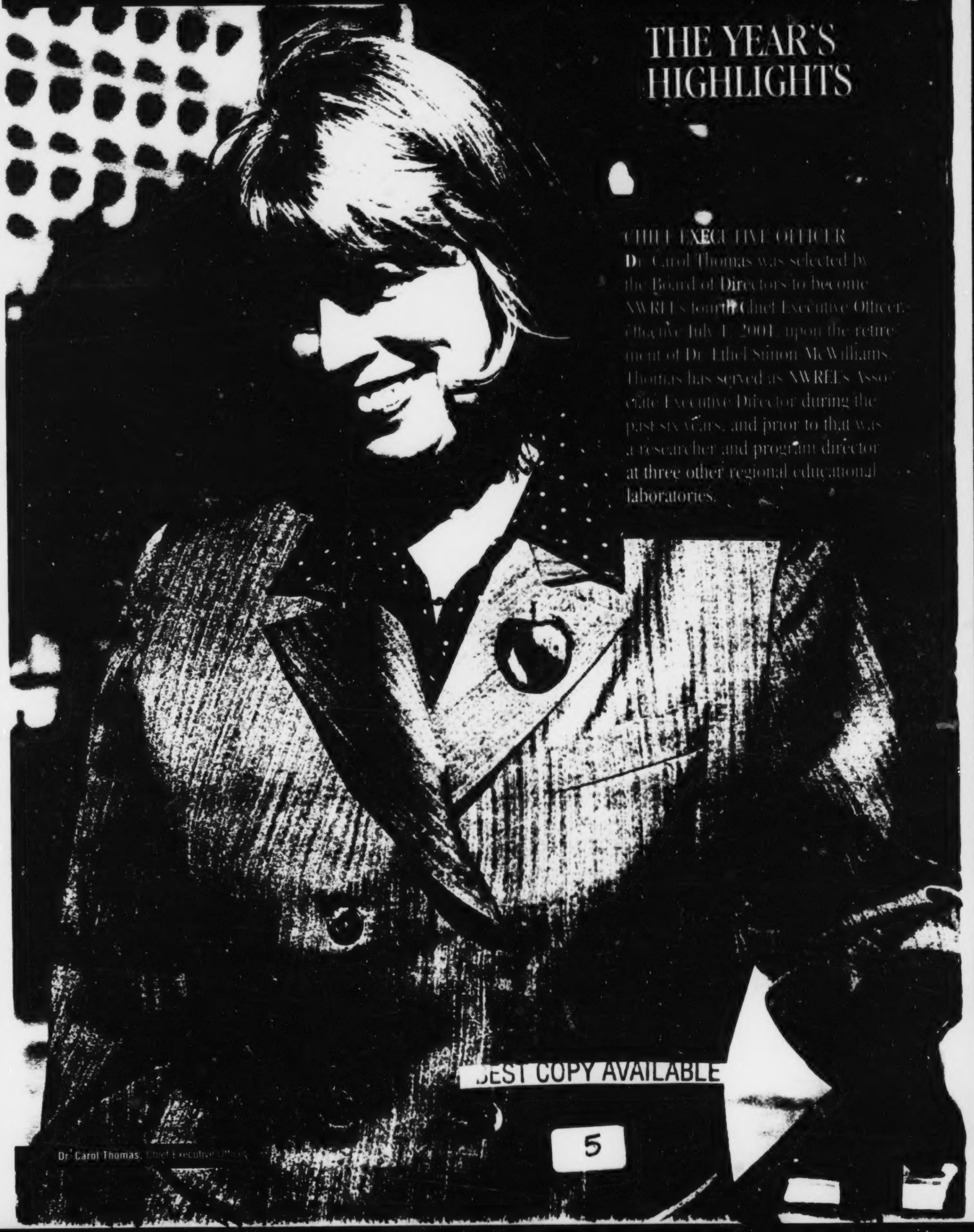
COVER PHOTO: Peggy Brannon, 3rd–4th multigrade teacher, and student Mary Ann Traffin at North Star Elementary School in Anchorage, Alaska, one of the 15 partner schools NWREL is assisting to become a high-performing school.

THE YEAR'S HIGHLIGHTS



Dr. Carol Thomas, Chief Executive Officer

CHIEF EXECUTIVE OFFICER

Dr. Carol Thomas was selected by the Board of Directors to become NWREL's fourth Chief Executive Officer, effective July 1, 2001, upon the retirement of Dr. Ethel Simon-McWilliams. Thomas has served as NWREL's Associate Executive Director during the past six years, and prior to that was a researcher and program director at three other regional educational laboratories.

BOARD OF DIRECTORS

Dr. Michael Jaeger, Dean of Education and Business at Eastern Oregon University, was elected NWREL Board Chairperson for 2001–02. Nine school district superintendents, building principals, teachers, and local school board members from the Northwest became new members of the Board in September 2001.

EDUCATIONAL NEEDS IN THE NORTHWEST

NWREL's assessment of educational needs in the Northwest shows that state standards for student performance loom large in the minds of educators, policymakers, and the public. In both educator and public surveys, the most frequently identified top issues were the need to align the instructional program and student assessments to standards and to prepare educators to implement high-quality teaching.

FOCUS ON FIVE PRIORITY PROBLEMS

From the wealth of information on educational needs in the Northwest, NWREL began a new five-year plan for assisting Northwest schools to address critical problems they face as they strive to be high-performing institutions where all students achieve to high levels. These problem areas are re-engineering schools, quality teaching and learning, assessment, literacy and language development, and school, family, and community partnerships.

PROGRAMS AND CENTERS

NWREL work is administered through six Training and Technical Assistance Centers and five Research and Development Programs focusing on the areas of assessment, children and families, community partnerships, educational equity, evaluation, mathematics and science, mentoring, safe schools, school improvement, and technology.

RESULTS AND IMPACT

More than 75,000 people benefited from 2,732 activities conducted by NWREL in 2001 that provided educators, policymakers, and the public with information, materials, knowledge, and skills to improve the results of education.

STAFF

The 241 NWREL staff members include 130 long-term professional staff members, 33 with doctorates in diverse areas of education and related areas from 22 major universities.

FINANCIAL RESOURCES

NWREL operating revenues for 2001 totaled $20 million, derived from some 294 contracts and grants with federal agencies, state agencies, local and intermediate education agencies, institutions of higher education, and other organizations, agencies, and businesses.

MEMBER INSTITUTIONS

Eight hundred fifty-three NWREL member institutions are the primary clients for NWREL services and collaborate in carrying out education research and development work.

Dr. Steve Nelson, Director, Planning and Program Development

PROBLEMS AND POTENTIAL

NWREL's assessment of educational needs in the Northwest shows that state standards for student performance loom large in the minds of educators, policymakers, and the public. In both educator and public surveys, the most frequently identified top issues were the need to align the instructional program to standards and to prepare educators to implement high quality teaching.

Education policymakers and practitioners said they need research information to enable more informed decisions around standards, and they want models for successfully implementing standards and for aligning curriculum, instruction, assessment and professional development with standards.

Teachers and administrators rated "preparing teachers to help students meet performance standards" as highly important for successful teaching; the public agrees that training is an important element for improving the quality of teaching in schools.

Family involvement is an important factor in student success in school. Schools desire research-based strategies for communicating effectively with families, strategies for engaging families in a meaningful way in support of their children's learning, and programs and strategies to help families learn how to create an environment for learning at home.

From the wealth of information on educational needs in the Northwest, NWREL began a new five-year plan with support from the U.S. Office of Educational Research and Improvement (OERI) for assisting Northwest schools to address critical problems they face as they strive to be high-performing institutions where all students achieve at high levels.

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RE-ENGINEERING SCHOOLS

How can schools be re-engineered to plan, implement, and sustain the capacity to become high-performing learning communities?

Parents, the legislature, and the public keep asking our schools to provide more: more and better curriculum and instruction, more accountability, more technology, more parent involvement, and more student and family support services.

Northwest schools are caught in a dilemma. They must respond to the learning needs of an increasingly diverse and needy student population, while at the same time aligning their instructional programs to a set of performance standards that, in effect, encourage uniformity in curriculum materials and instructional practices.

Re-engineering is the fundamental building block for school reform. Through re-engineering, schools, districts, and their communities implement the structures, processes, programs, and training necessary to renew themselves based on a shared vision, changing context, student population, proven successful practices, and community expectations and requirements. The process of implementing educational reform is as important as the reform itself.

Restructuring initiatives, by definition, introduce substantial departures from conventional practice. Structural change involves organizing schools for learning by utilizing new roles and relationships, scheduling time differently, and reallocating resources.

More than 30 years of educational research has identified school and classroom-level practices that foster superior student performance. Re-engineering must capitalize on this body of knowledge and use the best practices known for motivating and preparing students to learn, engaging them actively, imparting learning content and strategies, providing incentives and recognition, monitoring quality of instruction and learning, remediating deficits, and providing extra support for slower, lower-ability, and ESL learners.

Effective leadership on the part of the school principal is an essential requirement for school success. Though leadership styles will always differ, researchers have identified some core principal behaviors that link to positive student achievement and behavior. Furthermore, districts must establish improvement as a top priority and implement successful school-based management, providing clear standards, benchmarks, and assessments.

Dr. Alf Langland, Re-engineering Schools Team Leader

QUALITY TEACHING AND LEARNING

How can schools more effectively plan, implement, and sustain quality teaching and learning?

The quality of classroom instruction is key to student achievement and is dependent on the quality of the school staff (teachers, paraeducators, principals). Professional development of teachers is increasingly viewed as the centerpiece for change.

Changes solely to curriculum, organizational structure, or piecemeal training in new strategies will not bring about the changes needed to create high-performing schools. Planning must be focused on several aspects of system, culture, student needs, and quality improvement.

Teachers must deepen their understanding of the subject matter and skills-related content, determine the best ways of teaching the content, and understand how students learn the content.

Major areas of concern related to quality teaching and learning emerged from NWREL's regional needs assessment.

First, developing a standards-based instructional program requires aligning standards, assessment, instruction, and professional development. Developmentally appropriate instruction must be applied and the curriculum must be integrated across subject areas, particularly reading, writing, mathematics, and technology.

Second, all students must be engaged in learning. Effective strategies must be found for students not succeeding, and students must be encouraged to take responsibility for their own learning.

Third, students must have supportive and challenging learning environments. This involves using effective classroom management practices, establishing clear expectations for behavior, developing schoolwide discipline policies, implementing violence prevention programs, and developing a climate of mutual respect among students, teachers, and families.

Fourth, support must be ensured for the instructional program. There must be increased opportunities for professional development; paraeducators must be prepared to provide additional support for some students; and adequate time must be allocated to develop expertise and implement school improvements.

Dr. Jerian Abel, Quality Teaching and Learning Team Leader

Problem Area 3

STUDENT ASSESSMENT

How can schools more adequately assess students' progress in achieving high performance standards? Standards are intended to drive changes in instruction and classroom practices. Standards-based assessments, which define what is important to learn, can motivate changes in teaching and student learning. Assessments define what educators and the community want students to know and be able to do. Assessment tasks translate academic standards into specific meaning for students and teachers. Well-aligned, authentic, and continuous feedback is needed to inform teachers, students, and parents of their progress in meeting state standards.

However, assessments do not always have the positive impact that is desired. The misuse of assessments of early childhood development, the narrow focus of some assessments used to gauge overall school effectiveness, and assessments that are poorly aligned with desired outcomes and standards are examples of negative influences. Inaccurate assessment information can mislead instruction; narrowly focused assessments can lead to a narrowing of instruction.

There is an increasing imperative for teachers and school administrators to have the skills to evaluate the quality of assessments and to effectively use the results of assessments to guide student learning both in the breadth of content and the depth of inquiry into content areas. Teachers need to understand key concepts of assessment to be effective consumers of assessment models, to implement assessments with accuracy and fidelity, to use assessment information to guide instruction and school planning, and to ensure the alignment of standards and curriculum with instruction and assessment.

NWREL has for several years focused on increasing the ability of teachers and school administrators to use classroom assessment to guide instruction and student learning. NWREL's trait-based assessment models in writing, reading, oral communication, mathematics problem solving, and bilingual language development provide teachers with powerful tools to assess students' learning and to organize instruction.

Dr. Dean Arrasmith, Assessment Team Leader

LITERACY AND LANGUAGE DEVELOPMENT

ow can schools achieve high levels of literacy and language development among all of their students?

uring the early elementary years, learning to read is the top priority; school success depends, in large part, on how successful children are in learning to read. Literacy remains the key to school success throughout a student's school years and is critical for full social and economic participation in our increasingly knowledge-dependent, technological society. Although middle and high school teachers may view their primary responsibility as conveying the content of their subject area, it is increasingly understood by educators that reading in middle and high school is a critical issue to be addressed.

Dr. Rebecca Novick, Literacy and Language Development Team Leader

hile almost all students can decode and understand words at a "basic" level, many students cannot read and comprehend the types of higher level texts essential to success in an information-based economy. These difficulties often persist throughout a student's school years.

ducators need access to research-based practices in language development and the ability to make wise choices from the wealth of resource materials and programs that exist to address the learning needs of their students and meet challenging literacy standards.

eachers must not only be knowledgeable about best practices in early literacy instruction, but also must be skilled in teaching and motivating children from economically disadvantaged families and from linguistically and culturally diverse families.

ifferences in both the quality and quantity of children's spoken and written language environments in the preschool years often translate into substantial differences in the ease with which children learn to match print to sound and to make sense of what they read. These difficulties often are compounded by poverty, low levels of parental education, and lack of access to preschool programs.

ffective teachers acknowledge and build on cultural differences, while at the same time preparing children to live successfully in both their home culture and the larger society.

SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

Dr. Steffen Saifer, School, Family, and Community Partnerships Team Leader

How can schools develop and sustain school, family, and community partnerships that clearly contribute to high levels of student performance?

Schools must work with families and communities in new and different ways if every student is to meet challenging standards. In addition, communities must work with schools to create and extend learning opportunities for children and adults in safe and engaging environments.

In too many cases, the current relationship between schools and families can be characterized as lacking in trust, mutual support, and a commitment to a partnership for the benefit of the children.

Family and community partnership activities are central to meeting student standards. Effective school, family, and community partnerships extend the reach of the teaching and learning effort. High-performing schools include such components as providing human services at the school for families, successfully educating limited English proficient students, integrating academic and workplace learning, providing family literacy programs, creating after-school programs, developing parenting skills in families, and preparing children from infancy to school age to be ready for learning.

Many schools have a student/family population that differs culturally from the school norms, whether Native American, Hispanic, African American, or Eastern European. Assessments of children tend to ignore cultural and family considerations, attributes, goals, and strategies.

Bridging the cultural gap through intensive and comprehensive partnerships is achievable and results in significant gains in student learning. Benefits can also extend beyond improved student learning to include better parent/child relations, more funds coming into schools, more effective community services, and lower dropout rates.

REGIONAL AWARENESS AND OUTREACH ACTIVITIES

[illegible] is using three interrelated strategies to deliver research and development-based services to assist Northwest schools and communities address critical problems and be high-performing learning communities.

1. Regional awareness and outreach activities engage educators in delineating problems, discussing their resolution, and disseminating resources and information.
2. Broadly available R&D services help educators across the Northwest apply existing effective tools and processes.
3. Indepth, long-term R&D assistance to 15 partner schools helps them achieve high levels of student performance.

NWREL work begins with regionwide awareness, outreach, and assistance activities with the broad school-community, including practitioners, policymakers, parents, community members, and service providers. Awareness and outreach result from visits to NWREL's Web site, dissemination of resource materials, participation in training and conferences, and direct technical assistance from NWREL staff.

Information Services provide an initial point of contact by constituents with NWREL and are gateways for constituents to access more intensive services and assistance. NWREL maintains its toll-free telephone number and Web site and databases to receive and respond to requests for information and assistance from the field.

Convening forums, conferences, and other events brings together educators and policymakers—by state and across states, cultural settings, and role groups. These events are conducted to explore and gain perspectives on policy issues (e.g., charter schools, teacher testing, instructional time allocations); practitioner issues (e.g., English language acquisition, school leadership, aligning curriculum to standards); and patron issues (e.g., community learning centers, parent support of standards, student voice).

Dissemination of Information and Resources includes newsletters, topical summaries of research and practice, research-based products, and other materials to assist both educators and policymakers. These include the *Northwest Report* newsletter, the quarterly award-winning *Northwest Education* magazine, and the By Request series of publications providing useful syntheses and brief, easy-to-read synopses that clearly define educational issues, summarize their research evidence, highlight specific examples from the region, and explore implications for both policy and practice.

State Coordinators

Dr. Jim Leffler, Unit Manager

Jean Shaughnessy, Alaska

Debra Hornibrook-Hehr, Idaho

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R&D SERVICES TO EDUCATORS ACROSS THE REGION

More intensive NWREL services offer practitioners across the Northwest widespread access to best practices, tools, and strategies for educational improvement. At the same time, development and testing of new R&D-based products and services, as well as adaptation of existing resources, are carried out to fill specific regional needs.

Professional Development Institutes are conducted at strategic locations across the region to provide indepth training and technical assistance in the implementation of new or existing procedural knowledge, tools, and strategies for improvement leading to high performance.

Regional Capacity Building activities include turnkey training and technical assistance to enhance and develop needed capacity within other organizations—professional associations, state agencies, education service districts, and institutions of higher education—enabling them to better assist schools to improve student achievement.

Comprehensive School Reform Assistance is provided to schools engaged in improvement efforts so that all students meet challenging standards.

INDEPTH, LONG-TERM R&D SERVICES

NWREL is providing indepth, long-term assistance to help 15 partner schools—three in each of the five Northwest states—create classrooms that are high-performing learning communities. The intent of these high-intensity partnerships is to:

1. Actively engage school personnel, students, and community members in charting their course of action for becoming high-performing learning communities
2. Coherently apply and demonstrate tools and strategies for improving schools with diverse contexts
3. Systematically evaluate the effectiveness of this comprehensive approach to educational improvement and capture the resulting procedural knowledge to benefit and guide other schools

THE NWREL PARTNER DEMONSTRATION SITES ARE

Alaska:

Kwethluk School, Lower Kuskokwim School District
Kodiak High School, Kodiak Island School District
North Star Elementary School, Anchorage School District

Idaho:

Caldwell High School, Caldwell School District
Lakeside Middle School, Plummer-Worley School District
Holmes Elementary School, Wilder School District

Montana:

Riverside Middle School, Billings School District
Rocky Boy High School, Rocky Boy School District
Whittier Elementary School, Great Falls School District

Oregon:

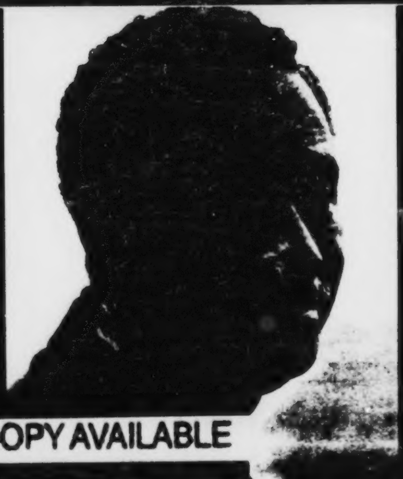
Madras High School, Jefferson County School District
Whitaker Middle School, Portland School District
Siletz Elementary School, Lincoln County School District

Washington:

Chief Kamiakin Elementary School, Sunnyside School District
Mt. Tahoma High School, Tacoma School District
Shaw Middle School, Spokane School District

Dr. Joyce Ley, Montana

Inge Aldersebaes, Oregon



Newton Hamilton, Washington

PROGRAMS AND CENTERS

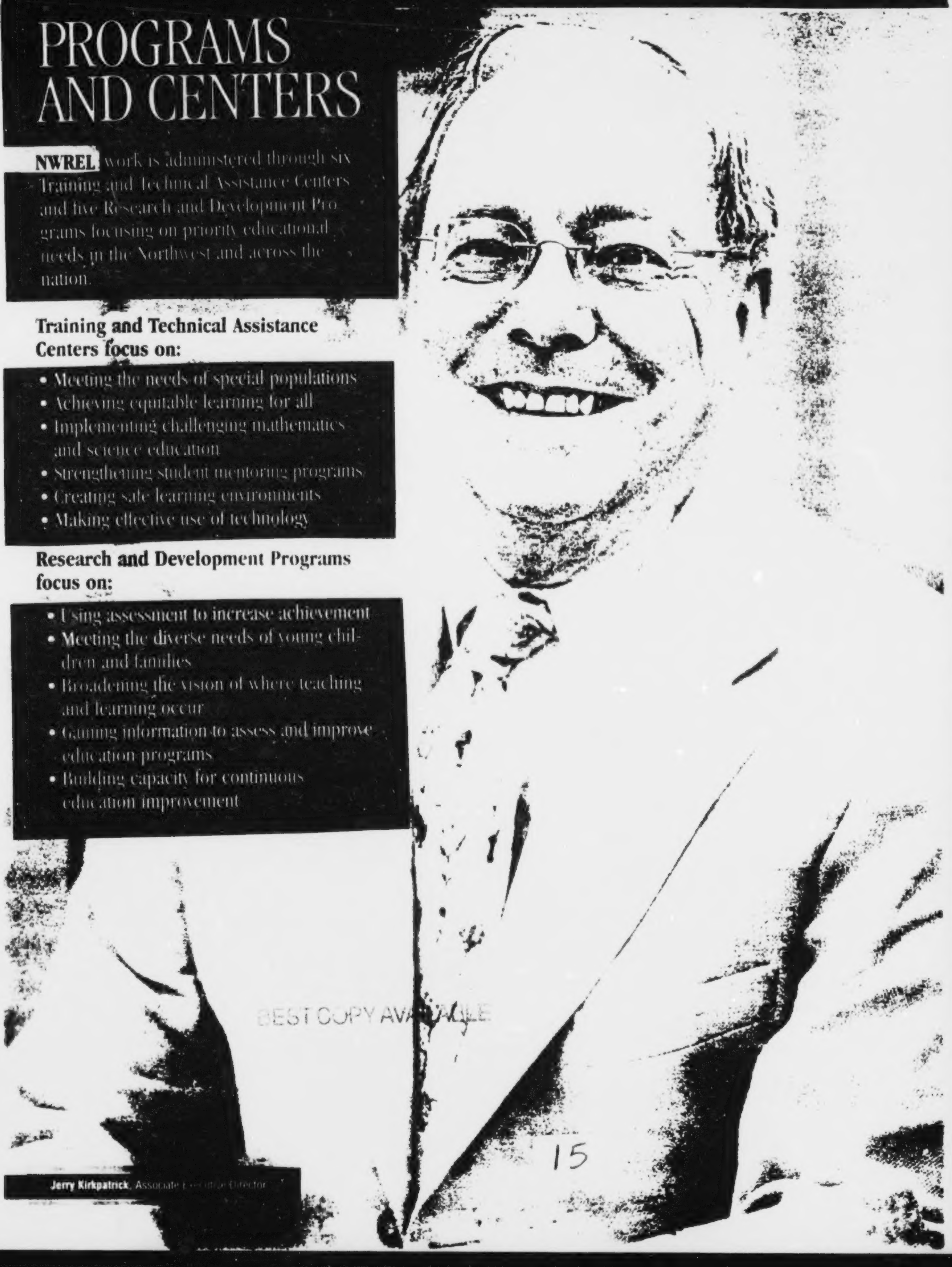
NWREL work is administered through six Training and Technical Assistance Centers and five Research and Development Programs focusing on priority educational needs in the Northwest and across the nation.

Training and Technical Assistance Centers focus on:

- Meeting the needs of special populations
- Achieving equitable learning for all
- Implementing challenging mathematics and science education
- Strengthening student mentoring programs
- Creating safe learning environments
- Making effective use of technology

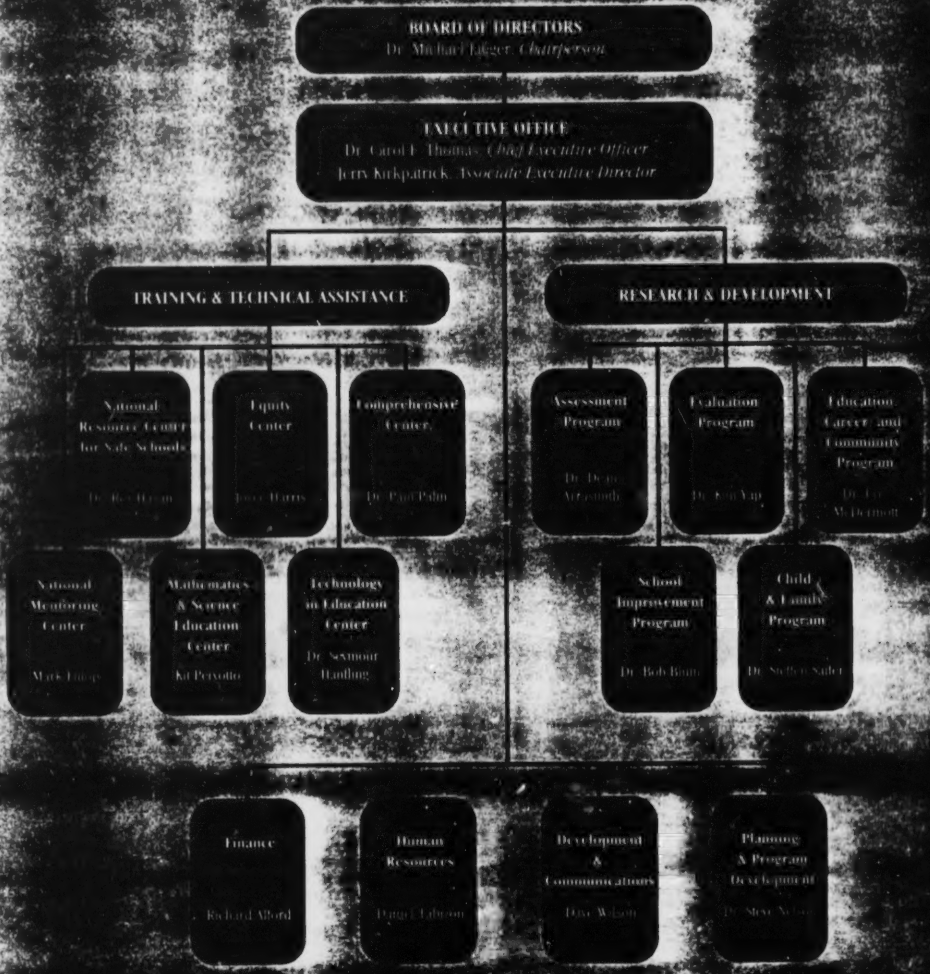
Research and Development Programs focus on:

- Using assessment to increase achievement
- Meeting the diverse needs of young children and families
- Broadening the vision of where teaching and learning occur
- Gaining information to assess and improve education programs
- Building capacity for continuous education improvement



Jerry Kirkpatrick, Associate Executive Director

ORGANIZATIONAL STRUCTURE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Assessment Program
Dr. Dean Arrasmith
Evaluation Program
Dr. Kim Yap
Education, Career, and Community Program
Dr. [illegible] McDermott
National Mentoring Center
Mark Fulop
Mathematics & Science Education Center
Kit Peixotto
Technology in Education Center
Dr. Seymour Hanfling
School Improvement Program
Dr. Bob Blum
Child & Family Program
Dr. Steffen Saifer
Finance
Richard Alford
Human Resources
[illegible]
Development & Communications
Dave Wilson
Planning & Program Development
Dr. Steve Nelson

ASSESSMENT PROGRAM

The Assessment Program develops effective, practical, and useful tools and methodology for guiding and assessing student learning.

Methodological skills of assessment and research are blended to develop, validate, report, and use student assessment information to guide improved student learning, enhance classroom instructional practices, and guide school reform and community improvement. Inherent in this work is the building of the local school and community capacity necessary to sustain continuous improvement in classroom teaching and student learning through training, technical assistance, and partnership activities with clients.

Much of the program's work is conducted directly with teachers through training opportunities and technical assistance. Interactions with teachers have taken on increasingly broader forms, including training workshops and institutes, training videos, contracted technical assistance, telephone consultations, and Internet resources.

Training of trainers models have been highly successful with NWREL's 6+1 Traits℠ Writing Assessment model, the Traits of Effective Readers, and Creating Readers—Spanish, which have been successfully implemented in hundreds of classrooms across the nation.

© Dean Abramson

PROGRAM COMPONENTS

Assessment Services

Assessment services provided to clients involve the development and implementation of applied research study designs, measurement and information tools, and informational analyses and reporting methods for documenting student learning and effective instructional practices and programs.

Training and Technical Assistance

Training and technical assistance are provided to develop the capacity of teachers, educational and community policymakers, and school managers to improve student learning and classroom instruction, to effectively use assessment information to understand school and community change, to guide planning and monitoring of program effects, and to provide reliable and valid accountability information for reporting to school and community constituents.

Language Arts Assessment

Trait-based models are being developed and disseminated for assessing student performance in language arts. The 6+1 Trait™ Writing Assessment Model encompasses ideas, organization, voice, word choice, fluency, and conventions, plus presentation. Experienced Six-Trait Writing Assessment scorers provide comprehensive scoring and reporting of student writing samples. The Traits of Effective Spanish Writing is a similar model for assessing writing in Spanish. The Traits of an Effective Reader assessment model increases the development of reading skills by encouraging students to read not only the lines of a text, but to read between and beyond the lines of the text as well.

Research and Development

Research and development are conducted to enhance the quality of information systems to assess students' achievement, behavior and attitudes, and the quality of classroom instruction.

Education-Community Partnerships

Work with education and community partners focuses on aligning school and community goals including academic and teaching standards, objectives, activities, and measures to achieve continuous, effective change.

MAJOR 2001 ACCOMPLISHMENTS

The third-year evaluation of the Washington Reading Corps was completed, showing the positive effects reading tutoring has on student reading achievement.

Boise School District (Idaho) faculty were assisted in developing end-of-course assessments in eight content areas.

A basic assessment literacy training workshop for teachers was developed and pilot tested.

The Senior Reading Tutoring Project was initiated, focusing on recruiting and training strategies for establishing effective reading tutoring services by senior citizens.

Five 6+1 Trait™ Writing Assessment training institutes and 73 workshops were conducted across the country for more than 2,300 teachers and school curriculum specialists.

Four Traits of an Effective Reader assessment model training institutes and 30 workshops were conducted across the country for more than 1,000 teachers.

A training institute that combines the trait-based assessments for reading and writing was developed and pilot tested.

The Traits of Effective Spanish Writing assessment model was introduced in two bilingual conferences and presented to teachers in five workshops.

NWREL's writing assessment scoring service team scored more than 54,000 student papers for 40 schools and districts.

A new 6+1 Traits™ Writing Assessment training video set and trainers guide were developed for conducting professional development workshops.

Dr. Steffen Saifer, Director

CHILD AND FAMILY PROGRAM

The Child and Family Program supports learning and teaching through family-focused, culturally responsive, and prevention-oriented practices. The program helps ensure that educators, human service providers, policymakers, and community and family members have the knowledge, skills, and resources to help children realize their full potential, focusing particularly on the needs of young children (birth to age eight) and their families. The early childhood years are a time of rapid social, emotional, linguistic, cognitive, and physical development, coupled with dramatic neurological changes. While young children are growing and changing rapidly during this time, families are undergoing growth and development, as well. The program works closely with all those involved in the lives of young children to help them meet the diverse needs of all children and to help children enter school eager to learn. Clients are assisted in developing holistic approaches to address these needs, emphasizing children and family strengths, and developing partnerships with families based on mutual respect and responsibility. The program concentrates on development and applied research activities to address the challenges of the rapid social, emotional, linguistic, cognitive, physical, and neurological changes that the early childhood years bring to children and their families. The program assists in the local development of collaborative efforts among families, schools, and communities to achieve high-quality programs that foster high standards for children.

PROGRAM COMPONENTS

Language and Literacy

Key findings in current research and literature on language and literacy development are identified and linked to activities and best practices that support literacy development. These efforts include providing leadership for NWREL's Literacy and Language team, publications, staff development, and technical assistance.

School, Family, and Community Partnerships

Research and development efforts focus on continuity for children across programs and grade levels, strength-based partnerships, and responsiveness to culture. These efforts include the Oregon Parent Information and Resource Center, leadership for NWREL's School, Family, and Community Partnerships team, and the Alaska Family Involvement Matrix for Alaska Department of Education and Early Development.

Program Evaluation

Third-party evaluations of program effectiveness are conducted using sound and rigorous research strategies. Evaluations include the Idaho State Library Association's Read to Me early literacy campaign, Oregon Crisis/Relief Nurseries for the Oregon Commission on Children and Families, Portland Urban Enterprise Community Technology Center, Even Start Family Literacy programs, and Comprehensive School Reform (CSRD) projects.

Technology in Early Childhood Education

Recommendations, guidelines, and resources for appropriate and effective use of technology with young children are developed and disseminated through written materials, workshops, and NWREL's Web site. Products include the Early Connections Web site and the By Request booklet, *Technology in Early Childhood Education: Finding the Balance.*

Technical Assistance in Early Childhood Education

A variety of strategies are used to assist families and the staff of early childhood programs to be more effective in supporting the growth and development of young children. These include electronic newsletters, Region X Head Start Association, and assessing school readiness for the Alaska Department of Education and Early Development.

MAJOR 2001 ACCOMPLISHMENTS

A monthly electronic newsletter was instituted on important topics in early childhood.

Training workshops were conducted for various audiences on Literacy Development, Out-of-School Time, Impact of Culture on Learning and Development, Asset Mapping, Action Research, Parents as Teachers, Technology and Young Children, and more.

Evaluations were completed of the Grandview Early Learning Center, Puyallup, Washington; the Olympia Federal Even Start Program, Washington; Oregon Crisis/Relief Nurseries and Community Technology Center, Oregon.

The Parent Information Resource Center (PIRC) added sites across Oregon to provide information and training for parents.

A By Request booklet was published, *Technology in Early Childhood Education: Finding the Balance.* A Spanish version of *Easy Ways for Families to Help Children Learn* was developed. Journal articles "Learning to Read and Write: A Place to Start" and "Learning to Read the Hurt: Nurturing Emotional Literacy" were published in the *Oregon Elementary School Journal* and *Young Children.*

A training and resource manual, *Connecting Schools, Families, and Communities for Youth Success: Planning for Youth Success* was developed for publication.

Training and technical assistance related to early childhood education and strengthening school, family, and community partnerships, were provided for thousands of educators in the Northwest.

COMPREHENSIVE CENTER

The Comprehensive Center helps ensure that all students are provided opportunities to succeed in school.

One of 15 regional assistance centers across the nation, the Comprehensive Center for Region X is hosted by NWREL in partnership with the Affiliated Tribes of Northwest Indians and Salish Kootenai College to serve state and local agencies in Idaho, Montana, Oregon, Washington, and Wyoming.

The primary recipients of center services are state education agencies, whose responsibility is to address the needs of high-poverty schools, including schools eligible for Title I schoolwide programs and Title VII comprehensive school grants. Collaboration with the state agencies focuses on schools with multiple barriers to providing high-quality services to targeted populations, including children in high-poverty areas, migratory children, immigrant children, children with limited English proficiency, neglected and delinquent children, homeless children and youth, and Indian children.

Through collaboration with the states, the Comprehensive Center provides tailored workshops and training, leadership institutes, publications, products, and a resource materials collection to assist schools in meeting the educational needs of special populations of children and youth. Center activities extend into schools and communities, encouraging parents and businesses to become involved in supporting the educational success of all children.

Dr. Paul Palm, Director

CENTER COMPONENTS

Standards, Assessment, and Special Populations

Training and resources help school and district administrators and teachers implement state content and performance standards for all children, while encouraging the cultural congruence of assessments for Native Americans, Hispanics, Asians, African Americans, and students from other ethnic and cultural groups.

Title I Schoolwide Programs

Topics of workshops for development and implementation of Title I schoolwide programs include parental involvement, creating a safe environment free of violence and drugs, combining federal and local resources, using data to focus instructional change, standards and assessment, ongoing and sustained professional development for student academic achievement, and educational programs for migrant, bilingual, and Indian students.

Reading Success Network

A cadre of Reading Success Network trainers provides teacher/coach training in peer coaching, assessment, and instructional strategies at the K–3 level. Selected schools are participating in a national evaluation of the program.

Comprehensive School Reform

Training focused on the required components of comprehensive school reform plans and evaluation is provided to schools eligible for Comprehensive School Reform Demonstration (CSRD) funding. Assistance is provided to CSRD sites in the region.

Whole-School Reform Evaluation

An NWREL guidebook provides practical information on evaluation of CSRD and other whole-school reform efforts. Training in the use of this guide is provided to CSRD sites, as well as other whole-school reform schools.

MAJOR 2001 ACCOMPLISHMENTS

A meeting of representatives of Northwest state education agencies on standards and assessment focused on identifying accountability issues and efforts of the respective states to support training in a standards-based environment (e.g., curriculum alignment, assessment tools, professional development, teacher education, etc.).

A training workshop on school improvement strategies was conducted with the Oregon Department of Education for teams of teachers and administrators from 20 Oregon Comprehensive School Reform schools. School stories were shared with leadership teams from Oregon's Title I Schools of Merit.

A keynote presentation on public relations and communicating standardized test results to the school community was presented to 70 administrators at the Wyoming Elementary School Principals annual conference.

Seven trainers from the region were prepared to provide technical assistance workshops and consultation services on Title IX Indian Education Program applications.

Training based on the Assessment Matrix for Classroom Instruction was conducted in Spokane, Washington, for Northwest participants and in Washington, D.C., for representatives of the U.S. Department of Education, Title I, and Native American Indian Education.

A technology training strand was conducted for 750 participants at the National Indian School Board Association (NISBA) summer institute in Portland.

Training on the use of data to plan instruction was conducted for 19 teachers and principals at Arapaho School in Wyoming.

EDUCATION, CAREER, AND COMMUNITY PROGRAM

The Education, Career, and Community Program helps broaden the vision of when and where teaching and learning occur by helping volunteers and staff members improve their services wherever they work—in education, community service, and employment settings demanding higher skills for today's complex world.

During its 30-year history, the program has developed nationally recognized tools that help students see the connections between what they learn at school and what they do in careers and lifetime problem solving.

The program supports efforts to build partnerships among institutions in the business of lifelong learning—schools, community agencies, and the private sector where valuable learning and service opportunities often lie untapped.

Program activities include:

- Training and technical assistance via workshops, institutes, and conferences
- Curriculum and program development, emphasizing contextual teaching and learning, particularly efforts to link real-world experience with rigorous academic standards
- Research and evaluation activities to determine what works
- National service programs that focus on literacy, anti-poverty solutions, and getting the most from voluntary enterprises
- Information dissemination to meet practitioner needs

Dr. Eve McDermott, Director

PROGRAM COMPONENTS

Tutors, Mentors, and Literacy
Training and technical assistance are provided to national service projects focusing on tutoring, mentoring, and literacy. Services are provided in partnership with Bank Street College in New York to Volunteers in Service to America (VISTA) and other education and literacy-related projects funded by the Corporation for National Service.

Middle and High Schools
Promising instructional practices and training in community partnership strategies are provided for middle grades and high schools, including smaller learning communities and contextual teaching strategies to help students learn to apply skills in real problem solving.

Northwest Community Service Programs
AmeriCorps community service activities focused on literacy, environment, public safety, and the effects of poverty are assisted to strengthen staff competencies and gauge program quality.

Program Evaluation
Evaluations are conducted of innovative programs aimed at helping staff members improve their teaching skills and help students learn in new ways.

Curriculum Resources
Model standards-based instructional materials are created to help students confront real-life situations.

MAJOR 2001 ACCOMPLISHMENTS

An activities toolkit, *Teens Working: Turning Earning into Learning*, was developed to show young people the connection between work and school.

A resource guide, *Everyone's Guide to Successful Project Planning: Tools for Youth*, was developed on planning of projects tied to academics.

The 2001 summer Menucha Topical Forum examined how teacher preservice education programs can implement contextual teaching and learning strategies.

The Tutor quarterly newsletter was developed and disseminated to assist practitioners in national service projects.

The first multimedia National Service Symposium was conducted for more than 200 participants.

One hundred twenty-five AmeriCorps program staff from six states attended the Network Northwest.

More than 1,000 technical assistance sessions and nearly 50 training workshops were conducted on literacy, mentoring, and tutoring issues in schools. More than 25 training events were conducted on youth development.

Work with middle schools included evaluation of the Seattle Middle School Support grant and support for the Albertson's Middle School Reform conference in Idaho.

Standards-based curriculum materials were developed to help teachers reach rigorous standards using safety and health content that working teens face in workplaces.

Workshops were coordinated around the nation to orient high schools to features of the New American High Schools (NAHS) initiative.

Evaluations were conducted of innovative projects: University of Washington Consortium for Contextual Teaching and Learning, three Technology Innovation Challenge Grants, three Preparing Teachers for Tomorrow's Technology projects, seven 21st Century Learning Communities grants, and Tech Prep programs in Hawaii, Oregon, and California.

EQUITY CENTER

The Equity Center develops the capacity of schools to implement policies and practices that lead to equitable, high-quality education for all learners.

The center helps public schools and communities incorporate the key components of educational equity into policies and practices that ensure each student receives what she or he needs to succeed. Assisting schools to align equity goals with state standards and school improvement plans and to implement change in the context of comprehensive school reform is critical to improving schools for all students.

The center provides assistance on topics including research-proven instructional strategies, equitable assessment and student placement procedures, bilingual strategies to educate English language learners, the history and culture of immigrant groups in the region, increased parent and community involvement, development of anti-harassment policies and procedures, reduction of racial and cultural isolation, and school-based violence. Services are delivered to districts upon request through a combination of training, technical assistance, consultation, resource identification, product development, and collaboration with key agencies and organizations.

The center's work in urban and rural areas involves the development of professional development tools to support teachers and administrators who serve linguistically and culturally diverse students.

The center operates the Region X Equity Assistance Center serving Alaska, Oregon, Idaho, Washington, Hawaii, Guam, Commonwealth of the Northern Mariana Islands, American Samoa, and the Republic of Palau.

Joyce Harris, Director

CENTER COMPONENTS

School-Based Harassment
Training activities, classroom and curricular strategies, legal responsibilities, and self-assessments are provided to school staff, students, families, and communities to identify, prevent, and address school-based harassment.

Education for Immigrant Students
Information, training, and technical assistance focused on the educational needs of immigrant students are provided within the context of instruction, materials, curriculum, and interactions.

Equitable Access and Use of Technology
Training, self-assessments, and effective strategies enable practitioners to develop and identify programs and technology practices to provide students with equitable access to equipment and instruction and to eliminate inequities.

Mentoring Young Women
Resources and training assist schools and communities to develop a comprehensive approach to planning, implementing, and evaluating mentor programs for diverse young women.

Equity Challenge in Charter Schools
Resources, training, and a regional listserv increase awareness of equity issues embedded in operating a charter school.

Bilingual/ESL Programs
Training and technical assistance help administrators and teachers design and implement effective plans and programs for bilingual/ESL students.

Gender-Specific Programming for Girls
Training materials developed by the center assist policymakers, administrators, and program staff in designing and implementing gender-specific programs for girls within the juvenile justice system or those at risk of offending.

Principal Leadership
Training and resources develop principal leadership skills based on the key components of educational equity and strategies to manage an equitable teaching and learning environment.

MAJOR 2001 ACCOMPLISHMENTS

Training and technical assistance services were provided to more than 5,000 K–12 personnel, parents, and community members in the center's service area.

The Pacific Equity Academy was convened for teams from Guam, American Samoa, Republic of Palau, and the Commonwealth of the Northern Mariana Islands, who were assisted in developing equity plans.

A Charter Schools listserv was activated to provide opportunities for networking and sharing of information among the charter schools in the region.

An Equity Institute was convened at the U.S. Department of Education Improving America's Schools annual conference in Sacramento.

A five-day national EDEQUITY online discussion on Education and Immigrant Girls was moderated in collaboration with the Women's Educational Equity Act Program.

A monthly online newsletter, *Look@Equity*, was produced outlining current and upcoming events and regional topics of interest.

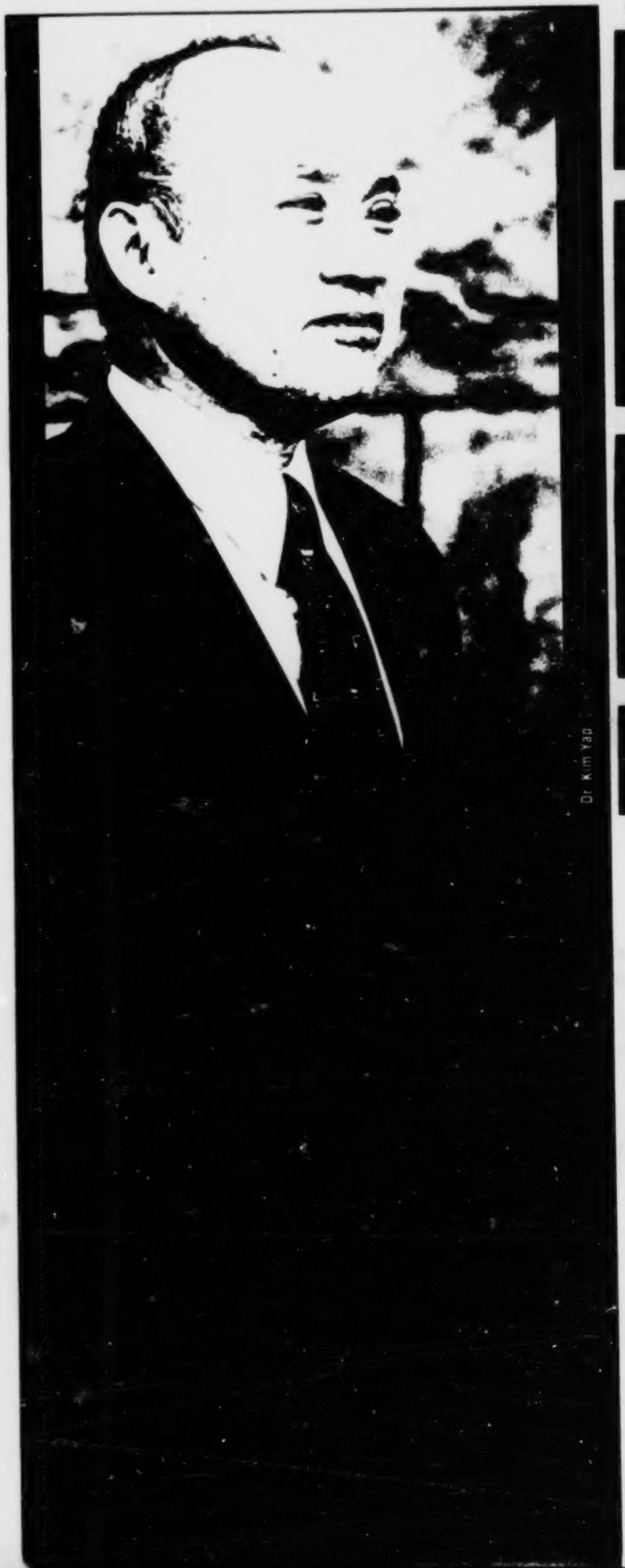
Training on gender-specific programming was provided to members of the Federal Work Group for the U.S. Office of Juvenile Justice and Delinquency Prevention.

District bilingual plans were reviewed and follow-up technical assistance provided in collaboration with the Western Regional Office of Civil Rights and Idaho Department of Education.

Three workshops were conducted at the Annual Pacific Educational Conference in Guam.

The center collaborated with the Oregon Department of Education to plan and coordinate the 2001 Oregon Summer Bilingual Institute.

EVALUATION PROGRAM



Dr. Kim Yap

The Evaluation Program helps policymakers and practitioners collect, analyze, interpret, and use evaluation information to make sound instructional, program, and policy decisions to improve the quality of education for children, youth, and adults.

A wide range of evaluation activities are conducted to improve the quality of education for all students, including those attending high-poverty, low-performing schools. These services are provided both to schools and other education organizations and to NWREL programs and activities in performing their contracted research and development work.

Activities are conducted to provide clients with valid and accurate information on program implementation and outcomes. These activities include planning and designing evaluation studies; developing instruments; collecting, analyzing, and interpreting data; developing reports on findings; and helping clients use evaluation information for accountability and program improvement.

The program promotes sound decisionmaking based on empirical data and facilitates the implementation of effective practices based on scientific evidence.

PROGRAM COMPONENTS

Regional/State/Local Projects

Project evaluation assistance is provided on a contract basis to local school districts, educational service districts, state education agencies, and other public and private agencies. Projects are evaluated on a wide range of topics, including reading instruction; school improvement; drug, alcohol, and violence prevention; technology integration; mathematics and science education; at-risk student populations; vocational education; and nontraditional learning.

REL Program Evaluation

Evaluation studies are conducted of research and development activities implemented by NWREL under the Regional Educational Laboratory (REL) Program contract with the U.S. Office of Educational Research and Improvement (OERI). These activities include outreach and awareness, regional training institutes, intensive work conducted with 15 partner sites in the region, and national leadership activities in Re-engineering Schools for Success.

NWREL Programs and Centers

Evaluation assistance is provided to other NWREL programs and centers to meet funding and accountability requirements in areas of comprehensive assistance, equity, math and science education, mentoring, safe schools, and technology in education.

MAJOR 2001 ACCOMPLISHMENTS

- Evaluation services were provided to 30 organizations, including federal agencies, universities, state education agencies, regional educational service districts, school districts, schools, and private organizations.
- Forty-three major evaluation reports were developed in a wide range of areas, including reading instruction, school improvement, technology, mathematics and science education, at-risk student populations, vocational education, and nontraditional learning.
- First-year data collection and analysis were completed for Oregon Reads, a Reading Excellence Act (REA) project implemented by the Oregon Department of Education in 14 high-poverty schools.
- A comprehensive evaluation design and related instruments were developed for Washington Reads, a Reading Excellence Act (REA) project implemented by the Washington Office of Superintendent of Public Instruction in 32 schools.
- Evaluation of technology projects focused on the use of technology to support educational reform, professional development, and instructional improvement.
- Distance learning studies were expanded to include innovations in K–12 classrooms, adult education opportunities, and access for incarcerated youth populations.
- A comprehensive evaluation design was developed for research and development activities conducted under the Regional Educational Laboratory contract with the U.S. Office of Educational Research and Improvement (OERI).
- A framework and related data collection and analysis procedures were established for documenting the creation and use of "procedural knowledge" in implementing various school reform efforts in low-performing schools.
- Evaluation assistance was provided to other NWREL programs and centers, including the Technology in Education Center, Math and Science Education Center, Comprehensive Center, Equity Center, and National Resource Center for Safe Schools.

MATHEMATICS AND SCIENCE EDUCATION CENTER

The Mathematics and Science Education Center supports schools in implementing challenging and effective mathematics and science curricula, instruction, and assessment for all students.

The vision of science and mathematics education for the 21st century has become more clearly defined through efforts during the past decade to articulate national and state standards that describe what students should know and be able to do. Today, educators face the equally demanding challenge of translating these standards into action. Students' success in a standards-based system requires a coherent, systemic approach that includes school boards, administrators, teachers, paraeducators, parents, and the community. While all parts of the educational system must be involved, research points to classroom teachers as key to students achieving higher academic standards.

The Mathematics and Science Education Center embraces the belief that "teaching matters" and organizes its work to promote effective instructional strategies for diverse learners, meaningful assessment practices, and focused curriculum.

The center operates the Northwest Eisenhower Regional Consortium, one of 10 Eisenhower Regional Consortia across the nation established to assist teachers to:

- Facilitate engaging and authentic learning experiences
- Guide students in actively exploring and making sense of the world
- Challenge all students to become rigorous thinkers and creative problem solvers
- Develop students' understanding of science and mathematics

To leverage resources and maximize its efforts in the region, the consortium forms strategic alliances with existing projects, organizations, and agencies. Through these collaborative associations the consortium provides a mechanism for sharing strategies, materials, and other resources to foster the coherence and sustainability of mathematics and science education initiatives in the Northwest.

Kit Peixotto, Director

CENTER COMPONENTS

Resources for Effective Teaching and Learning

The It's Just Good Teaching publication and video series focuses on topics related to high-quality science and mathematics programs to help K–12 teachers implement proven successful practices. Ten topical booklets summarize current research, highlight effective strategies, and identify useful resources. Three videos provide a classroom glimpse of effective instruction in mathematics problem solving and science inquiry. *Northwest Teacher* is a theme-based journal devoted to rigorous and imaginative teaching and learning in mathematics and science.

Mathematics Problem-Solving Model™

NWREL's Mathematics Problem-Solving Model provides classroom teachers with tools and resources to enhance problem-solving instruction and support student learning toward higher standards in mathematics. Components are a trait scoring guide, grade-level open-ended tasks based on the NCTM strands, student work samples and anchor papers, and professional development materials.

Science Inquiry Model™

NWREL's Science Inquiry Model provides classroom teachers with tools and resources to help students learn scientific concepts, skills, and processes through student-led inquiry. Components are a trait inquiry scoring guide, grade-level open-ended tasks based on national science strands, student work samples and anchor papers, and professional development materials.

Information and Resource Dissemination

The lending library includes 1,800 titles of mathematics and science teacher support materials, assessment ideas, research syntheses, professional development books and videos, and standards-based curricula. The *Practical Inquiry* newsletter targets administrator issues.

Customized Services

Direct services to schools, districts, and other organizations are tailored to meet the needs of individual clients on such topics as aligning district curriculum with state and national standards, project evaluation, and conducting mathematics program audits.

MAJOR 2001 ACCOMPLISHMENTS

Three issues of *Northwest Teacher* were produced on the following topics: In an Era of Reform: Standards in the Classroom; Lesson Study: Teachers Learning Together; and Taking It Outside: Science Inquiry.

More than 19,400 copies of publications and videos from the It's Just Good Teaching series were disseminated to educators across the region, as well as nearly 14,650 copies of *Northwest Teacher* and more than 3,000 copies of *Practical Inquiry*.

The Resource Lending Collection expanded to nearly 1,800 titles, with more than 260 clients borrowing nearly 770 items. Staff researched and responded to nearly 100 information requests.

Partner sites were established with 11 districts in the region, and on-site professional development was provided to more than 200 educators at 30 schools.

Thirteen Eisenhower National Clearinghouse/Northwest Eisenhower Regional Consortium Access Centers were established across the five states to further disseminate ENC and consortium resources.

Annual institutes were conducted in collaboration with the Oregon Department of Education and Washington Office of the Superintendent of Public Instruction to support state goals for improving mathematics and science education.

Intensive, on-site professional development in the NWREL Mathematics Problem-Solving Model™ was provided to teachers in Arizona, Colorado, Idaho, Montana, Oklahoma, and Washington.

Fifty-four strategic alliances were formed with agencies, organizations, and projects to leverage resources and develop collaborative efforts to identify, collect, and disseminate high-quality materials and services.

NATIONAL MENTORING CENTER

Mark Fulop, Director

The National Mentoring Center assists schools and community based organizations throughout the country in creating, implementing, and improving mentoring programs for disadvantaged youth.

Mentoring has been shown to be an effective tool in helping youth develop educational and social skills, and reducing involvement in gangs, drugs, and other delinquent behavior.

NWREL's National Mentoring Center was established in 1998 through a cooperative agreement with the U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP). The center provides conferences, training events, and publications to mentoring programs across the United States, particularly the nearly 200 Juvenile Mentoring Programs (JUMP) that OJJDP has funded since 1995.

Collaborating with NWREL in operating the center are Big Brothers Big Sisters of America (BBBSA) and the National Mentoring Partnership, both nationally recognized mentoring organizations, and Public/Private Ventures (P/PV), a national leader in research on mentoring. Together, the four organizations have developed and are disseminating training materials and a curriculum related to mentor program development, effective mentoring relationships, and building stronger state partnerships for mentoring.

CENTER COMPONENTS

Training and Technical Assistance

The center provides training and other assistance to mentoring programs across the country through a variety of conferences and workshops. JUMP programs, funded by OJJDP, receive intensive training and support through a cadre of mentoring experts, specialized custom training events, and one-on-one consultation.

Information Services

The center maintains one of the country's largest collections of mentoring materials, including books, videos, training guides, and evaluation instruments available for loan to any program in the country. The center also provides information searches and research assistance via phone and e-mail. Its Web site is one of the most comprehensive resources available in the youth mentoring field.

Curriculum and Publications

The center has developed a 10-module training curriculum for use by mentoring programs in the areas of program development and mentor training. The curriculum is based on mentoring research and features the best practices for creating strong programs and mentoring relationships with youth.

Supplementing the curriculum is the Technical Assistance Packet series. These publications touch on significant issues for mentoring programs and offer innovative strategies in the areas of mentor training, school-community partnerships, and program sustainability.

Quarterly *Bulletins* feature the latest in mentoring research, information on the center's activities, and profiles of successful programs and mentoring relationships.

MAJOR 2001 ACCOMPLISHMENTS

Three regional mentoring training events were conducted, serving 400 mentoring practitioners across the country.

Six of eight planned Technical Assistance Packets were published on key mentoring issues: *ABCs of School-Based Mentoring, Supporting Mentors, Training New Mentors, Building Relationships, Recruiting Mentors*, and *Mentoring Sexual Minority Youth*.

The training curriculum, Strengthening Mentoring Programs, was disseminated to more than 1,000 agencies for use at the program level.

Three specialized training events were held for JUMP Programs, dealing with issues of diversity, program sustainability, and effective program practices.

A national, postcard-based mentor recruitment campaign was conducted.

The center's information services responded to more than 500 requests for information and research.

The center coordinated an alliance of federal agencies providing mentoring to youth in the Washington, D.C., area.

Four *Bulletins* were distributed nationwide to 5,000 programs and individuals.

NATIONAL RESOURCE CENTER FOR SAFE SCHOOLS

The National Resource Center for Safe Schools provides training and technical assistance to schools and communities throughout the country to create and maintain safe learning environments free of crime and violence.

Center services support a comprehensive approach to the development of safe school plans by schools and communities to build a solid foundation of programs that embrace diversity, build resiliency, and provide educational programming within the context of comprehensive school improvement plans.

Comprehensive safe school plans contain such essential components as positive schoolwide behavior and academic standards for all students; sensible schoolwide safe school policies; active and engaging school/community partnerships; secure facilities and crisis response plans; early identification, intervention, and referral of antisocial and violent children and youth; and a safe school planning team that is linked to the overall school improvement planning efforts.

The center, established in 1998 through a cooperative agreement with the U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP), collaborates with state educational agencies, state and local juvenile justice agencies, state school safety centers, professional organizations, and technical assistance providers and networks across the country.

Dr. Rex Hagans

CENTER COMPONENTS

Safe School Plans

The center provides assistance to schools and communities in developing safe school plans for implementing and sustaining a targeted, comprehensive set of activities.

Training and Technical Assistance

In addition to the workshop on Creating Safe Schools: A Comprehensive Approach, the center provides training and technical assistance through regional safe school conferences and technical assistance to school districts to: (1) assess the conditions of schools and communities, (2) strengthen school policies, (3) develop an early warning and response system, (4) develop and implement effective strategies and practices in violence prevention and reduction, and crisis response, (5) foster school/community partnerships, and (6) evaluate prevention program efforts.

Information Dissemination

The center disseminates information on safe school issues and concerns, highlighting effective programs, prevention strategies, best practices, training opportunities, and other resources.

National Network for Safe Schools

The center works to refine effective training materials, methods, research-based information, and protocols on school safety in collaboration with a national advisory committee, state educational and juvenile justice agencies, the Hamilton Fish Consortium on School and Community Violence, state school safety centers, and other training and technical assistance providers.

MAJOR 2001 ACCOMPLISHMENTS

- Regional Safe Schools Conferences were conducted in Reno, Nevada, and Austin, Texas, providing a wide range of training workshops for educators, administrators, law enforcement officials, and state education agencies on Comprehensive Safe School Planning, Addressing Bullying and Harassment, and Information on Resources to Support Safe School Plans.

- An intensive training program is being carried out at eight sites on specific steps in the safe schools planning process: develop school-community partnerships, conduct needs assessment, develop a plan, implement best practices, and evaluate progress (Newburg, Oregon; Gardiner, Maine; Swanton, Vermont; Shiprock, New Mexico; Pine Ridge, South Dakota; Little Rock, Arkansas; Belgrade, Montana; and San Juan, Puerto Rico).

- Two workshops on Truancy Issues and Solutions were conducted at the National At-Risk Youth Conference in Myrtle Beach, South Carolina.

- A session on issues and concerns of mayors related to safety in schools was provided for 45 mayors and council members at the National League of Cities conference in Rio Rancho, New Mexico.

- Preconference sessions on Creating Safe Schools were conducted with the Hamilton Fish Institute on School and Community Violence at the OJJDP National Conference in Washington, D.C.

- A keynote session on the comprehensive approach to safe school planning was presented to law enforcement, juvenile justice, and mental health personnel, youth-serving agencies, and educators at OJJDP's Juvenile Accountability Incentive Block Grant conference in Houston, Texas.

- Training was provided to 150 law enforcement and FBI personnel at the FBI-New Orleans School Crisis Planning meeting.

- *The Safety Zone* newsletter and Safe Schools *Fact Sheets* were developed and 200,000 copies distributed nationwide.

- An *Interactive School Safety* CD-ROM was produced and 7,500 copies distributed.

SCHOOL IMPROVEMENT PROGRAM

The School Improvement Program builds the capacity of school systems—schools, school districts, and their communities—to work as high-performing learning communities so that all students achieve to high standards.

When all stakeholders in a school system agree on and are committed to a mission and student learning goals, they will support and promote them. People from the school, school district, and community need to share leadership and continually engage in the process of educational improvement. To achieve increased student performance, school systems need to establish standards for student learning goals.

Schools should provide equal opportunity and achieve equitable results for all students—students in varying ethnic groups, students of different socioeconomic status, and male and female students. Building consensus and commitment in setting student goals requires widespread involvement of all stakeholders, including those who represent the diverse perspectives and cultural composition of the community.

The school system must ensure that core elements of the learning and teaching process—curriculum, instruction, and assessment—align with one another and with the mission and goals. The mission and student goals should be the prime consideration when human, financial, and other resources are allocated throughout the school system. Data and information about students, the school, and the community are necessary for making decisions about the improvement effort. The system must have a structured process to facilitate data collection, analysis, and reporting necessary for decisionmaking.

The goal for the school system is to become a high-performing learning community in which students, staff, and stakeholders learn and grow continuously so that all students learn well. The cultural norm is established that supports continuous improvement, including high-quality professional development leading to use of research-based practices, so that each student is successful.

Dr. Bob Blum, Director

PROGRAM COMPONENTS

Onward to Excellence II

Onward to Excellence II (OTE II) is a training and technical assistance program to improve school/district/community systems, engaging all stakeholders in efforts to increase student learning related to community-valued goals.

Resources To Support School Improvement

Publications support the learning success of learners of all ages by familiarizing educators, parents, community members, and students with the findings of educational research and examples of successful school improvement efforts.

School Improvement Studies

To evaluate and learn from ongoing, long-term school improvement efforts, NWREL (1) develops its capacity to conduct impact studies of systemic improvement efforts, (2) develops capacity of others (e.g., local research teams) to conduct such work, and (3) develops the capacity to conduct studies in collaboration with other organizations.

Quality Teaching and Learning

Products and services are offered to help educators as they improve curriculum and instruction so that all students achieve to high standards. Through an inquiry process, teams of teachers examine their practice; determine critical learning experiences to meet local, state, and national standards; apply research and theory on learning and teaching as they design lessons; and assess the impact of their designs on student learning.

National Leadership for Re-Engineering Schools

Leadership is provided in establishing and supporting collaborative work among organizations nationwide to develop, promote, and study efforts to re-engineer schools. People and organizations are brought together to understand and improve the impacts of comprehensive school reform efforts across the country.

MAJOR 2001 ACCOMPLISHMENTS

The *Listening to Student Voices Self-Study Toolkit* was completed in collaboration with other regional laboratories and published by NWREL.

The partnership with the National Clearinghouse on Comprehensive School Reform was strengthened and the Web site for the *Catalog of School Reform Models* was redesigned, making it more useful to schools.

A research synthesis titled *Principals of High-Achieving Schools: What the Research Says* was developed.

An article, "Part-Time Class Size Reduction at Fall City Elementary School," was included in the book, *How Small Classes Help Teachers Do Their Best*, published by the Temple University Center for Research in Human Development and Education.

A national invitational working conference, Closing the Achievement Gap in High Schools through Comprehensive School Reform, was conducted by a partnership with Annenberg Institute for School Reform at Brown, Consortium for Policy Research in Education, U.S. Office of Educational Research and Improvement, and Council of Chief State School Officers.

Twenty-five additional schools across the nation chose Onward to Excellence II as their school reform model. Some schools using the OTE II process are reporting substantial improvements in student achievement.

Two sections were updated in NWREL's *Research You Can Use to Improve Results:* Section 2—Management and Organization and Section 3—Instruction and Instructional Improvement.

Articles titled "Standards-Based Reform: Can It Make a Difference for Students?" and "Reforming Education From the Inside-Out: A Study of Community Engagement and Educational Reform in Rural Alaska" were published in the *Peabody Journal of Education* and the *Journal of Research in Rural Education*.

TECHNOLOGY IN EDUCATION CENTER

The Technology in Education Center supports elementary, secondary, and postsecondary schools and educators in the effective and appropriate use of new technologies.

The goal of using technology in schools is to support teaching and learning. To do this, technology must be integrated into the everyday lives of teachers and students. This integration is a complex process, requiring leadership, planning, staff development, and ongoing teacher support. Creating and providing materials that illustrate and provide direction in this process is a critical need. Rural, isolated, and underserved communities experience special challenges as they implement and use technology in their schools.

Dr. Seymour Hanfling

NWREL has conducted activities to assist schools in using technology since the 1970s and now operates the Northwest Educational Technology Consortium (NETC), one of 10 federally funded regional technology consortia—the R*TECs. The consortium, which includes state education agencies in the region, focuses on:

- Using technology to help make fundamental shifts in teaching and learning
- Aligning technology use to support school improvement and reform
- Ensuring equal and equitable access of all students, particularly the disadvantaged, to high-quality learning opportunities
- Improving the entry, retention, and development of highly qualified teachers

Adult basic skills and preservice education for teachers, two special areas of need, are the focus of the center's work with Northwest colleges of education and the Northwest Regional Literacy Resource Center.

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CENTER COMPONENTS

Integrating Technology Into Classrooms

Models, best practices, cost-effective use, and methods for measuring impact at the classroom level are disseminated to teachers and other building-level leaders.

Telecommunications and Networking

District and school technology planning teams comprising community members, administrators, teachers, and technology coordinators are supported in the development of computer networks, including the use of videoconferencing, that support the integration of technology into the classroom.

Technology Plans

Products and services support the development and implementation of effective technology plans, including strategies to measure the impact of technology on the teaching and learning process.

Assessment and Evaluation

Assistance to state agencies and local school districts in evaluating the impact of technology on student learning includes staff development, evaluation planning, and instrument development. Independent evaluations are conducted for Technology Innovation Challenge Grant and Technology Literacy Challenge Funds projects.

Preservice Education Programs

Support is provided to prepare teachers with skills for using technology and integrating it into the curriculum.

Adult Basic Education

The center is working with adult basic educators to effectively integrate technology into their adult literacy and basic skills programs.

MAJOR 2001 ACCOMPLISHMENTS

More than 36,000 copies of print, video, and CD-ROM products were distributed to help schools plan, implement, and evaluate the use of technology.

Staff development activities were provided for more than 4,400 people throughout the region.

More than 20,000 copies of a third video classroom tape, *It's a Wild Ride*, were distributed nationally in collaboration with Intel Corporation as part of NWREL's *Classrooms@work/tools@hand* set of multimedia and print resources on integrating technology into the classroom.

A booklet, *Technology in Early Childhood Education: Finding the Balance*, was developed.

Staff development was provided for adult basic education providers in all six states.

The Beta Educational Technology Assessment (BETA) Guide for Teachers was created in collaboration with the Alaska Department of Education and Early Development.

Technology education strands were conducted at the National Indian School Board Association annual conference.

Evaluation continued for the fifth year on the impact of TELDEC, a program infusing technology into districts across the state of Washington.

RESULTS AND IMPACT

conducted 2,732 activities in 2001 that provided educators, policymakers, and the public with information, materials, knowledge, and skills to improve the results of education.

ore than 75,000 people benefited directly from NWREL activities, including 24,993 participants in NWREL workshops, conferences, and technical assistance sessions; 48,483 who requested and received products and publications through the NWREL Document Reproduction Service; and 847 who requested searches for information on topics and issues they were confronting.

n addition, 357,657 copies of NWREL publications, newsletters, and other free materials were disseminated.

Website attracted 2,177,379 visitor sessions in 2001 — 6,161 people each day — who spent an average of slightly more than 10 minutes gaining information and resources from the more than 12,000 pages of information on NWREL's Web site. During these sessions, visitors accessed 7.4 million pages of information, a 35 percent increase over the prior year.

Dave Wilson, Director, Development and Communications

APPLIED RESEARCH AND DEVELOPMENT

109 new products and publications resulted from research and development.

NWREL developed 28 new products during 2001, providing tools and strategies that support systemic reform efforts, effective teaching and learning, and strong parent and community partnerships. New NWREL products included curriculum materials, training modules, handbooks, and research syntheses for widespread distribution. In addition, NWREL produced 81 new publications for specific audiences, such as reports on project evaluations, literature reviews, and policy papers.

Assessment. A major new 6+1 Trait Writing Assessment product is an eight-part video series and accompanying facilitators guide for staff development specialists, teachers, and curriculum directors. One video is a focused introduction to the trait-based writing model and the seven additional videos highlight each trait: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.

Also new is a colorful 32" x 32" Six+1 Trait Writing Assessment poster in either English or Spanish.

The *Assessment Matrix for Classroom Instruction* is a six-point matrix that helps teachers collect information about their students' progress, and to analyze and apply the data to improve instruction and student performance.

School Improvement. Both a *Listening to Student Voices* introductory package and a self-study toolkit provide information and resources for using four pragmatic, manageable ways schools can conduct self-study aided and enriched by student help. Developed by NWREL and other regional educational laboratories, the four tools are called Student Reflection Protocol, Student-Led Focus Group, Data in a Day, and Analyzing Surveys with Kids. The materials include guidebooks, handouts, stories of school success, and videotapes demonstrating use of the tools.

Rural Education. A new seven-book series of *Multigrade Classroom* handbooks draws on more than a decade of research by NWREL's Rural Education Program and incorporates the practical wisdom of an experienced team of teachers. The handbooks cover classroom organization; classroom management and discipline; instructional organization, curriculum, and evaluation; instructional delivery and grouping, self-directed learning; and planning and using peer tutoring.

Indian Education. *Learn-ed Nations: A Compendium of Schooling Practices for Native American Students*, developed by Alaska Native and American Indian master educators, presents tools and resources for shaping environments that foster learning.

Community-Based Learning. Educators and youth-development professionals who believe in extending the classroom into the local community are the audience for *Everyone's Guide to Successful Project Planning: Tools for Youth*.

Teens Working: Turning Earning into Learning provides a set of challenging yet fun activities to show young people the connection between what they do at work and what they learn at schools. It includes three volumes: facilitator guide, student guide, and critical workplace issues.

Mathematics and Science Education. Three new issues of *Northwest Teacher* are intended for mathematics and science teachers: "In an Era of Reform: Standards and the Classroom," "Lesson Study: Teachers Learning Together," and "Taking It Outside: Science Inquiry."

Mentoring. Six technical assistance packages were developed on key mentoring issues: *ABCs of School-Based Mentoring, Supporting Mentors, Training New Mentors, Building Relationships, Recruiting Mentors,* and *Mentoring Sexual Minority Youth.*

TRAINING AND TECHNICAL ASSISTANCE

24,993 people participated in training and technical assistance.

A total of 24,993 people gained new knowledge and skills for improving education through participation in 1,421 NWREL workshops, conferences, and consultation sessions in 2001. Training and technical assistance activities provided by NWREL ranged from large national and regional conferences to workshops on single topics to one-on-one consultations.

The largest category of participants—11,971—were teachers, principals, and other school building-level staff members. Another 3,346 participants were superintendents and other staff members at the district level.

NWREL's largest event was the annual Education Now and in the Future conference providing professional development that bridges the gap between research and action for nearly 1,100 educators. The conference highlights research-based products, processes, and tools for implementing best practices designed to improve educational results.

Major national conferences conducted by NWREL during 2001 included:

- Eisenhower Professional Development Evaluation Conference
- National Service Symposium

Regional conferences conducted and hosted by NWREL during 2001 included:

- Implementation of standards and assessment in the Northwest states
- Pacific Equity Academy
- Regional Mentoring Training Conferences

Many workshops and technical assistance sessions were conducted to assist schools in implementing and using NWREL-developed models and processes for becoming high-performing schools.

- Onward to Excellence II comprehensive school reform model
- Trait-based assessment models in writing, reading, Spanish writing, and mathematics problem solving
- Assessment Matrix for Classroom Instruction
- Science Inquiry
- Strengthening Mentoring Programs

Topics of other NWREL workshops included:

- Contextual teaching and learning strategies
- Literacy, mentoring, and tutoring
- Youth development
- Middle school reform
- Bilingual education
- Educational equity
- Literacy development
- Parents as teachers

INFORMATION DISSEMINATION

NWREL disseminated information on education issues and practices through a combination of electronic, print, search, and mass media methods.

Web Site. A major redesign of NWREL's Web site, www.nwrel.org, was completed in September 2001 to give users better and quicker access to the wealth of information and resources available online. Since its launching in 1995, NWREL's Web site has grown to 12,000 pages of information.

NWREL's Web site attracted 2,177,379 visitor sessions in 2001—6,161 people each day who spent an average of slightly more than 10 minutes on line. During these sessions, visitors accessed 7.4 million pages of information (about four pages per person), a 35 percent increase over the prior year.

Information Searches. Information searches were conducted in response to 847 requests in 2001. Based on the topics most frequently asked about, NWREL produced and disseminated three new booklets in its By Request series:

- *Supporting Beginning Teachers: How Administrators, Teachers, and Policymakers Can Help New Teachers Succeed*
- *The Power of Public Relations in Schools*
- *Technology in Early Childhood Education*

Each booklet contains an explanation of the topic's relevance, a sampling of how Northwest schools are dealing with the issue, suggestions for adapting these ideas to schools, selected references, and contact information.

Publications. Orders were filled for 48,483 copies of NWREL products and publications in 2001—curriculum materials, teacher handbooks, planning guides, etc. In addition, information was provided through the distribution of 237,637 copies of publications, newsletters, and other free materials.

Four issues of NWREL's magazine, *Northwest Education,* were developed and disseminated to bring high-quality, objective information to a wide spectrum of education stakeholders, in both print and electronic formats. Topics of new issues produced in 2001 were:

- Charter Schools
- School Architecture: Designs for Learning
- The Standards Movement
- Preparing New Teachers

In addition to the *Northwest Report* newsletter providing information on NWREL activities, services, and products, individual newsletters were produced and disseminated on the topics of safe schools, tutoring, math and science education, equity, and early childhood education.

Mass Media. To bring practical and timely information on education to parents and the public, NWREL produced monthly columns—*Let's Talk* —as a public service, distributed to daily and weekly newspapers for publication across the Northwest states. Topics covered were:

- Motivating Kids
- Teen Rebellion
- Quality Child Care
- Getting Kids to Sleep
- Helping Children with Science and Math

Dr. Michael Jaeger, Chairperson, NWREL Board of Directors

GOVERNANCE AND POLICY

NWREL is a private, nonprofit corporation governed by a 26-member Board of Directors representing constituent groups in the Northwest. The Board is composed of:

- Chief State School Officers, or a representative, of the five Northwest states
- An elected representative of NWREL member institutions from each Northwest state
- Fifteen appointed representatives of classroom teachers, building principals, district superintendents, private schools, local school boards, teacher education institutions, community-based organizations, and business/labor
- Immediate past chairperson of the Board

Twelve advisory committees review and provide input to help guide planning and implementation of NWREL work.

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STAFF

Dr. Carol Thomas was selected by the Board of Directors to become NWREL's fourth Chief Executive Officer effective July 1, 2001, upon the retirement of Dr. Ethel Simon-McWilliams.

The 241 NWREL staff members include 130 long term professional staff members, 33 with doctorates from 22 major universities.

NWREL staff members hold advanced degrees in diverse areas of education, as well as American folk culture, anthropology, biology, business administration, clinical psychology, communications, comparative literature, computer science, English, environmental management, human development, instructional systems technology, intercultural relations, international studies, journalism, land resources, law, library science, marketing, natural sciences, psychology, public administration, public affairs, public health, public history, rehabilitation and counseling, social and economic development, sociology, social work, and theatre arts.

They hold doctorate degrees from California School of Professional Psychology, Claremont Graduate University, Johns Hopkins University, Michigan State University, Montana State University, Ohio State University, Oregon State University, Portland State University, Stanford University, Texas A&M University, Virginia Polytechnic University, and the Universities of California, Georgia, Hawaii, Indiana, Iowa, Massachusetts, Michigan, Montana, Oregon, and Washington.

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Ned Howard
Specialist
National Resource Center
for Safe Schools
M.A., Public History
Loyola University
Sandra Hughes
Specialist
Equity Center
B.A., Human Services
University of Oregon
Denise Jarrett Weeks
Specialist
Development and Communications
B.A., Journalism
University of Alabama
Jennifer Jensen
Associate
School Improvement Program
M.A., Secondary Education
University of South Carolina
Melinda Jepson
Human Resources Associate
Executive Office
B.S., Business/Accounting
Portland State University
Jeff Jones
Specialist
Technology in Education Center
B.A., Cinema and Photography
Southern Illinois University
Lana Ko
Associate
Child and Family Program
M.S., Human Development
Colorado State University
Vickie Kowalchuk
Payroll Specialist
Executive Director's Office
Dr. Ray Kruger
Senior Associate
Evaluation Program
Ed.D., Educational Policy
Portland State University

Michelle Kuamoo
Associate
Equity Center
M.A., Elementary Education
Northern Arizona University
Dr. James Kushman
Unit Manager
School Improvement Program
Ph.D., Organizational Psychology
Claremont Graduate University
Dr. Alf Langland
Unit Manager
Planning and Program Development
Ph.D., Educational Administration
University of Oregon
Dr. James Leffler
Unit Manager
Planning and Program Development
Ed.D., Educational Leadership
Portland State University
Gregory Leach
Specialist
Executive Director's Office
Mathematics/Psychology
Portland State University
Bradley Lenhardt
Associate
Planning and Program Development
M.A., Education
Portland State University/
University of Oregon
Melinda Leong
Senior Associate
Mathematics and Science Education Center
M.S., Elementary Education/
Science Education
Hunter College
Matt Lewis
Specialist
Assessment Program
M.A., Education
Oregon State University
Dr. Joyce Ley
Unit Manager
Planning and Program Development
Ed.D., School Administration
Montana State University
A. Frances Lindner
Associate
Education, Career, and
Community Program
M.A., Educational Policy Studies
University of Wisconsin-Madison
Nicole Martin
Specialist
Education, Career, and
Community Program
M.A., Comparative Literature
University of Washington

Richard Melo
Specialist
Education, Career, and
Community Program
B.A., English
San Francisco State University
Dr. Bruce Miller
Senior Associate
Evaluation Program
Ph.D., Curriculum and Instruction
University of Oregon
Dr. Dolores Mosqueda
Associate
Assessment Program
Ph.D., Biological Sciences
Stanford University
Dr. Patricia Conney Nida
Senior Associate
Comprehensive Center
Ph.D., Early Childhood Education
University of Washington
Dr. Rebecca Novick
Unit Manager
Child and Family Program
Ph.D., Early Childhood/Special Education
University of Oregon
Jill Oppenheim
Associate
Development and Communications
M.A., Social Administration and Policy
University of Chicago
Dr. Deborah Palk
Associate
Mathematics and Science Education Center
Ph.D., Education
Claremont Graduate University
Ira Pollack
Specialist
National Resource Center
for Safe Schools
M.L.S., Library and Information Science
Florida State University
Eugenia Cooper Potter
Specialist
Development and Communications
B.A., Government
Manhattanville College
Jana Potter
Associate
Planning and Program Development
M.A., Educational Foundations
Florida State University
Sharon Pettmeyer
Associate
Child and Family Program
M.A., Adult Education
Portland State University
Esther Prohban
Controller
Finance
M.B.A., Business Administration
Willamette University

BEST COPY AVAILABLE

Jennifer Railsback
Specialist
Planning and Program Development
M.A., Library Science
Emporia State University
Braden Reed
Specialist
Comprehensive Center
B.A., English
The Evergreen State College
Vikki Rennick
Associate
National Mentoring Center
M.A., Psychology
Southern Oregon University
Angela Roccograndi
Associate
Evaluation Program
M.A., Social Work
Washington University
Brandon Rogers
Associate
Education, Career, and
Community Program
M.Ed., Education
University of South Carolina
Carter Ruth-Vinson
Associate
Education, Career, and
Community Program
M.A., International Studies
University of Oregon
Christian Rummell
Associate
National Mentoring Center
M.A., Public Administration
Portland State University
Dr. Benjamin Sali
Associate
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Ph.D., Adult Education
University of Georgia
Kathy Scheaffer
Specialist
National Mentoring Center
M.Ed., Education
Portland State University
Karen Schmidt
Associate
Planning and Program Development
M.S., Education
Portland State University
Joan Shaughnessy
Senior Associate
School Improvement Program
M.A., Educational Psychology
Wichita State University
Lee Sherman
Associate
Development and Communications
M.S., Journalism
University of Oregon

Chari Smith
Associate
Evaluation Program
M.S., Marketing/Research
Golden Gate University
Timothy Speth
Associate
Child and Family Program
M.A., Experimental Psychology
San Diego State University
Jean Spraker
Specialist
School Improvement Program
M.A., American Folk Culture
University of Minnesota
Jennifer Stepanek
Specialist
Mathematics and Science Education Center
B.A., English
Smith College
Forrest Stevens
Specialist
Evaluation Program
B.A., Biology
University of Chicago
Eugene Story
Information Services Manager
Executive Director's Office
M.A., Linguistics
San Jose State University
Michelle Sugahiro
Specialist
Education, Career and
Community Program
B.A., History/Asian Studies
University of Oregon
Carlos Sundermann
Unit Manager
Planning and Program Development
M.A., Secondary Education
Central Michigan University
Paula Surmann
Specialist
Development and Communications
B.A., Arts Management
Michigan State University
Amy Sutton
Specialist
Mathematics and Science Education Center
B.A., English
Portland State University
Daniel Tahiran
Human Resources Manager
Executive Director's Office
B.A., Sociology
San Jose State University
Mark Taylor
Associate
Equity Center
M.Ed., Curriculum and Instruction in ESL
University of Washington

Dr. Megh Thapa
Senior Associate
Evaluation Program
Ph.D., Education
Stanford University
Gretchen Van Hoet-Hill
Associate
Assessment Program
M.A., Elementary Education
University of Colorado at Denver
Judy Van Scoter
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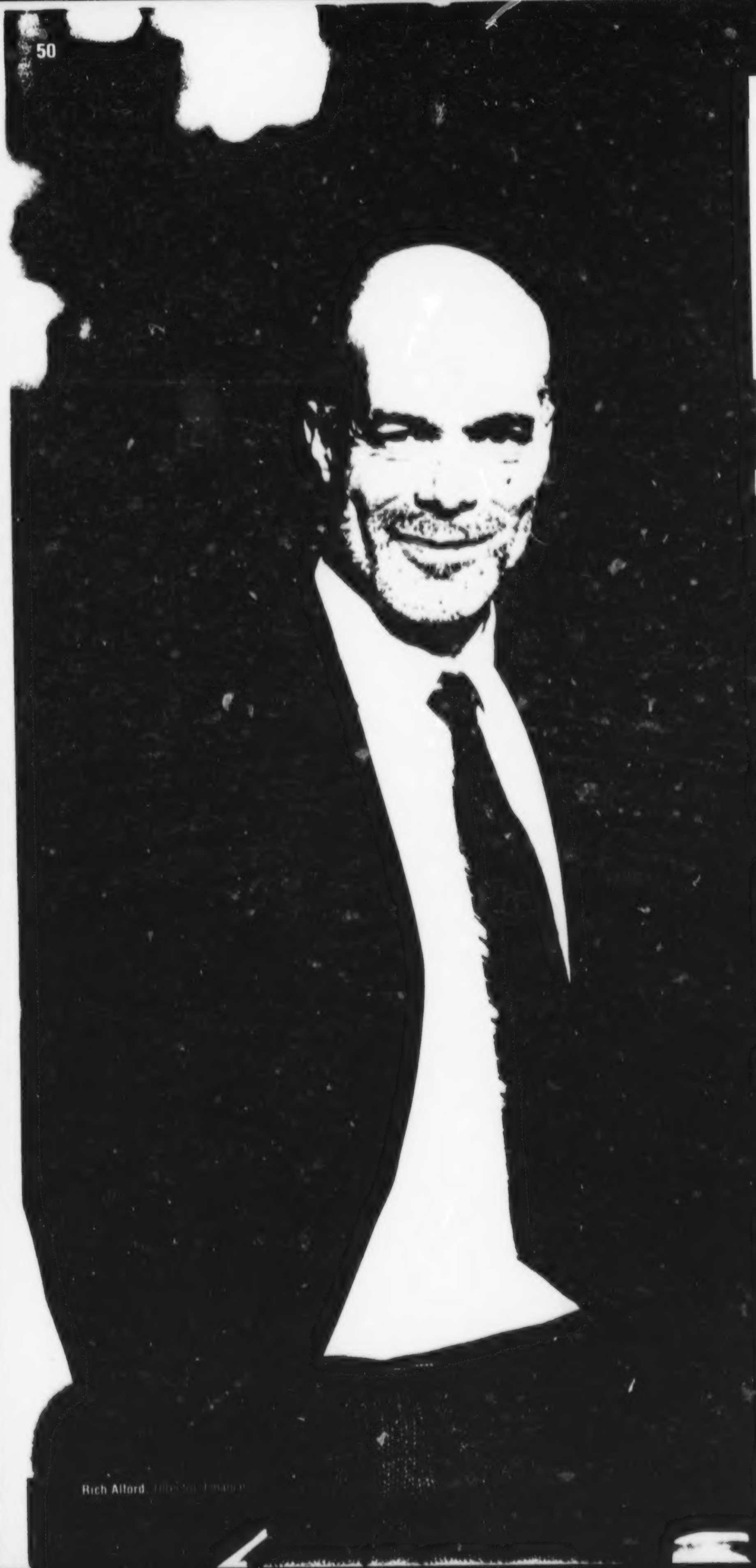
Technology in Education Center
M.A., Curriculum and Instruction
University of Oregon
Dr. Moses Wambalaba
Specialist
Equity Center
Ed.D., Educational Leadership
Portland State University
Dr. Changhua Wang
Senior Associate
Education, Career, and
Community Program
Ph.D., Educational Leadership
Portland State University
Kathleen Wasielewski
Specialist
Development and Communications
B.A., English
Gonzaga University
Sally West
Executive Management Assistant
Associate Executive Director's Office
Kimberly Wier
Associate
School Improvement Program
M.A., Social & Economic Development
Washington University-St. Louis
Dr. Annie Woo
Senior Associate
Evaluation Program
Ph.D., Educational Measurement and
Quantitative Methods
Michigan State University
Deanna Woods
Specialist
School Improvement Program
B.A., Language Arts
Portland State University
Cindy Workman
Associate
National Resource Center
for Safe Schools
M.S.W., Social Work
University of Illinois at Urbana-Champaign
Janice Wright
Associate
Assessment Program
M.A., Education
Western Oregon University



Rich Alford, Director, Finance

FINANCE

NWREL operating revenues for 2001 totaled $20 million. Of this total, 58.7 percent came from U.S. Department of Education contracts and grants—$6.6 million from the Regional Educational Laboratory Program contract to serve the Northwest region, and $5.1 million from grants to support the Comprehensive Center, Equity Center, Technology Center, Mathematics and Science Education Center, and Onward to Excellence Project.

An additional 11.2 percent ($2.2 million) came from U.S. Office of Juvenile Justice and Delinquency Prevention cooperative agreements to support the National Mentoring Center and National Resource Center for Safe Schools.

Corporation for National Service grants for education and literacy-related national service projects accounted for 6.1 percent of NWREL revenues ($1.2 million).

Sources of nonfederal contract revenues were state agencies (2.6 percent), institutions of higher education (2.0 percent), local and intermediate education agencies (6.3 percent), and other organizations, agencies, and businesses (4.4 percent).

Workshop and conference registration fees and sale of products and publications generated an additional $1.7 million.

OPERATING REVENUE BY SOURCES

	$	%
Corporation for National Service	$ 1,214,662	6.1%
U.S. Department of Education		
Office of Educational Research and Improvement (OERI)	9,600,875	48.2
Office of Elementary and Secondary Education	2,107,273	10.5
U.S. Department of Justice		
Office of Juvenile Justice and Delinquency Prevention (OJJDP)	2,225,529	11.2
Other Federal Agencies	17,679	0.1
State Agencies	519,108	2.6
Local/Intermediate Education Agencies	1,254,396	6.3
Institutions of Higher Education	395,454	2.0
Other Organizations, Agencies, and Businesses	878,069	4.4
Workshops, Conferences, Products, and Publications	1,716,349	8.6
Total	$ 19,929,394	100.0%

OPERATING REVENUE BY PROGRAMS AND CENTERS

	$	%
Assessment Program	$ 1,379,328	6.9%
Child and Family Program	235,991	1.2
Comprehensive Center	1,185,522	5.9
Development and Communications	914,778	4.6
Education, Career, and Community Program	2,073,634	10.4
Equity Center	1,064,549	5.3
Evaluation Program	716,542	3.6
Mathematics and Science Education Center	1,093,433	5.5
National Mentoring Center	1,141,705	5.7
National Resource Center for Safe Schools	1,126,693	5.7
Planning and Program Development	6,886,248	34.6
School Improvement Program	989,867	5.0
Technology in Education Center	1,053,967	5.3
Miscellaneous Revenue	67,137	0.3
Total	$ 19,929,394	100.0%

NEW CONTRACTS AND GRANTS

In 2001, 225 organizations awarded NWREL 226 new contracts and grants totaling $19,353,234. They were received from agencies and organizations in 36 states, the District of Columbia, Greece, and Saudi Arabia. These included six federal agencies, 13 state agencies, 140 local and intermediate education agencies, 20 institutions of higher education, and 46 businesses and other organizations.

FEDERAL AGENCIES

Corporation for National Service
U.S. Department of Education
  Office of Educational Research and Improvement
  Office of Elementary and Secondary Education
U.S. Department of Energy
Bonneville Power Administration
U.S. Department of Interior
  National Park Service
U.S. Department of Justice
  Office of Juvenile Justice and Delinquency Prevention
U.S. Department of Labor

STATE AGENCIES

Alaska Department of Education and Early Development
Idaho Department of Education
Idaho State Board of Education
Louisiana Department of Education
Montana Office of Public Instruction
Oregon Commission on Children and Families
Oregon Department of Education
South Carolina Department of Education
South Dakota Department of Education and Cultural Affairs
Texas Workforce Commission
Washington Department of Community, Trade and Economic Development
Washington Office of Superintendent of Public Instruction
Wyoming Department of Education

LOCAL AND INTERMEDIATE EDUCATION AGENCIES

Alabama
Mobile County School District
Monroe County School District
Pickens County School District

Alaska
Anchorage School District
Bering Strait School District
Chugach School District
Fairbanks North Star Borough School District
Kodiak Island Borough School District
Northwest Arctic Borough School District

Arizona
Deer Valley School District
Kyrene School District
Peoria Unified School District
Roosevelt School District
Washington Elementary School District

Arkansas
Fort Smith School District
Little Rock School District
Lonoke School District

California
Brentwood Union Elementary School District
Rio Linda Union School District
San Mateo-Foster City School District
Santa Cruz County Office of Education
West Covina Unified School District

Colorado
Boulder School District
Boulder Valley School District
Denver School District
Dolores School District
Manzanola School District
Poudre School District
Roaring Fork School District
South Central BOCES

Connecticut
Trumbull Public School District

Delaware
Capital School District

Florida
Martin County School District
Okaloosa County School District

Georgia
Dougherty School District
Hall County School District
Lowndes County School District
Taylor County School District

Idaho
American Falls Joint School District
Blaine County School District
Boise School District
Jerome Joint School District
Kellogg Joint School District
Pocatello School District
Potlatch School District
Vallivue School District
Whitepine Joint School District

Illinois
Eldorado School District

Indiana
Lake Central School District
Vigo County School District

Iowa
Northern Trails Area Education Agency

Kansas
Goodland School District
Hutchinson Unified School District
Kansas North Central Association, Wichita
Shawnee Mission School District
Southeast Kansas Education Service Center
Topeka School District

Minnesota
St. Paul School District

Mississippi
Aberdeen School District
Poplarville School District

Montana
Belfry School District
Charlo School District
Helena School District
Laurel School District
Phillipsburg School District
Polson School District
Poplar School District

Nebraska
Educational Service Unit #9

Nevada
Clark County School District

New Mexico
Gallup-McKinley County Schools
Mesa Vista Consolidated School District

New York
Hadley-Luzerne Central School District
Hunter Tannersville School District

North Carolina
Charlotte Mecklenburg School District

Ohio
Sidney City School District

Oregon
Central Linn School District
Coos Bay School District
Dallas School District
Eugene School District
Falls City School District
Jefferson County School District
Lincoln County School District
McMinnville School District
Multnomah Education Service District
North Clackamas School District
Oregon Trail School District
Parkrose School District
Portland School District
Region 9 Education Service District
Salem-Keizer School District

South Dakota
Aberdeen School District
Mid-Central Educational Cooperative
Lennox School District
Pine Ridge School District

Tennessee
Johnson City School District

Texas
Fort Bend Independent School District
Huntsville School District
Katy Independent School District
Lago Vista School District

Virginia
Henrico County School District
Nottoway County Public Schools
Prince Edward School District
Rockingham County School District

Washington
Aberdeen School District
Battle Ground School District
Bethel School District
Chehalis School District
Clover Park School District
Eastmont School District
Educational Service District 101, Spokane
Educational Service District 112, Vancouver
Evergreen School District
Goldendale School District
Grandview School District
Holy Family School
Lake Washington School District
Lakeside School
Manson School District
Meridian School
Naselle-Grays River Valley School District
Northshore School District
Olympia School District
Orcas Island School District
Pasco School District
Peninsula School District
Puyallup School District
Seattle School District
Shelton School District
South Whidbey School District
Stanwood School District
Sunnyside School District
Toppenish School District

Wisconsin
Baraboo School District
Cooperative Educational Service Agency 5
Cooperative Educational Service Agency 7
Cooperative Educational Service Agency 65
Cooperative Educational Service Agency 9
Marshfield School District

Wyoming
Campbell County School District
Hot Springs School District
Sublette County School District

INSTITUTIONS OF HIGHER EDUCATION

Alaska
Ilisagvik College
University of Alaska Southeast

Idaho
Albertson College of Idaho
College of Southern Idaho
Northwest Nazarene College
University of Idaho

Illinois
University of Illinois

Minnesota
University of Minnesota

Montana
University of Montana

Oregon
Marylhurst University
Pacific University
Portland State University
Southwest Oregon Community College

Washington
Bellevue Community College
Central Washington University
Eastern Washington University
Evergreen State College
Green River Community College
University of Washington

Wisconsin
University of Wisconsin

OTHER ORGANIZATIONS, AGENCIES, AND BUSINESSES

Alaska
Midnight Sun Family Learning Center
South East Regional Resource Center

California
Canter & Associates

Colorado
Colorado Academy
Colorado Council International Reading Association
Mid-continent Research for Education and Learning
West Central Professional Development Consortium

District of Columbia
National Alliance of Business

Hawaii
ALU LIKE, Inc.

Idaho
Albertson Foundation
Idaho State Library
Learning Lab
Mountain States Group, Boise

Illinois
North Central Regional Educational Laboratory

Kansas
Kansas North Central Association

Louisiana
Louisiana Association of School Executives

Massachusetts
Education Development Center
Jobs for the Future

Michigan
Michigan Community Service Commission

Montana
Montana Association of Secondary School Principals
Montana Small Schools Alliance
National Indian School Board Association

Oregon
Albina Head Start, Portland
Business Education Compact
Cascade Policy Institute, Portland
Intel Corporation
Mt. Hood Regional Education Consortium
Oregon Museum of Science and Industry
Portland Rotary Charitable Trust
Region X Head Start

South Dakota
Pine Ridge Indian Reservation

Tennessee
Greene, Peters, & Associates

Utah
Associated Western Universities

Virginia
Caliber Associates
DTI Associates, Inc.

Washington
Generation YES, Olympia
Puyallup Tribal Council
Muckleshoot Indian Tribe
Nisqually Tribe
Olympia Federal Even Start Program
Washington Association of School Administrators
Washington Research Institute

Wisconsin
Big Foot Area Schools Association

Foreign Countries
Council of Overseas Schools, Greece
International Conference of Educators, Saudi Arabia

CONTRACT AND GRANT ACTIVITIES

Activities conducted by NWREL in 2001 were carried out with resources from 294 contracts and grants. Each NWREL program and center carries out a coordinated set of activities to accomplish its mission, including applied research, development, technical assistance, training, and information dissemination.

ASSESSMENT PROGRAM

Assessment Services
Provided R&D and services to Northwest schools
- U.S. Department of Education (OERI)

Writing Assessment
Conducted training in 6-trait model
- American Falls Joint School District (ID)
- Council of Overseas Schools, Greece
- Baraboo School District (WI)
- Big Foot Area Schools Association (WI)
- Boulder School District (CO)
- Brentwood Union Elementary School District (CA)
- Cooperative Educational Service Agency #9 (WI)
- Cooperative Educational Service Agency #5 (WI)
- Cooperative Educational Service Agency #7 (WI)
- Coos Bay School District (OR)
- Denver School District (CO)
- Department of Education and Cultural Affairs (SD)
- Falls City School District (OR)
- Fort Bend Independent School District (TX)
- Hadley-Luzerne Central School District (WY)
- Hall County School District (GA)
- Helena School District (MT)
- International Council of Educators, Saudi Arabia
- Hunter Tannersville School District (NY)
- Johnson City School District (TN)
- Katy Independent School District (TX)
- Lake Central School Corporation (IN)
- Lago Vista School District (TX)
- Lennox School District (SD)
- Laurel School District (MT)
- Meridian School, Seattle (WA)
- Mesa Vista Consolidated School District (NM)
- Mid-Central Educational Cooperative (SD)
- Mobile County School District (AL)
- Naselle-Grays River Valley School District (WA)
- Marshfield School District (WI)
- Northshore School District (WA)
- Okaloosa County School District (FL)
- Orcas Island School District (WA)
- Peoria Unified School District (AZ)
- Peninsula School District (WA)
- Poplar School District (MT)
- Polson School District (MT)
- Rio Linda Union School District (CA)
- San Mateo-Foster City School District (CA)
- Santa Cruz County Office of Education (CA)
- Shawnee Mission Unified School District (KS)
- South Central BOCES (CO)
- Sunnyside School District (WA)
- Taylor County Schools (GA)
- Topeka School District (KS)
- Toppenish School District (WA)
- Trumbull Public School District (CT)
- Vigo County School District (TN)
- Washington Elementary School District (AZ)

Provided technical assistance
- St. Paul School District (MN)

Spanish Writing Assessment
Conducted training workshop
- Denver School District (CO)
- Pasco School District (WA)
- Poudre School District (CO)
- Roaring Fork School District (CO)

Classroom Assessment
Developed products and training for teachers in language arts/communications skills
- U.S. Department of Education (OERI)

Reading Assessment
Conducted training
- Aberdeen School District (SD)
- Campbell County School District (WY)
- Dolores School District (CO)
- Hutchinson Unified School District (KS)
- Kansas North Central Association, Wichita
- Northern Trails Area Education Agency (IA)
- Shawnee Mission School District (KS)
- Santa Cruz County Office of Education (CA)
- Washington Elementary School District (AZ)

Consulted with district specialists
- Washington School District (AZ)

Seniors Tutoring Students in Reading
Designed, developed, and demonstrated program in Alaska, Oregon, and Washington
- U.S. Department of Education, Fund for Improvement of Education

School Assessment System
Developed a comprehensive system for identifying, managing, and reporting information on educational indicators
- U.S. Department of Education (OERI)

Preparing Tomorrow's Teachers To Use Technology
Evaluated the project
- Evergreen State College (WA)

Reading Corps Program
Evaluated the statewide program
- Washington Office of Superintendent of Public Instruction

Alaska Regional Assistance Center
Provided technical assistance to the comprehensive center serving Alaska
- South East Regional Resource Center (AK)

Children's Scholarship Fund
Conducted longitudinal study
- Cascade Policy Institute, Portland (OR)

Generation Why Project
Evaluated the project
- Olympia School District (WA)

Performance Indicators
Implemented system to assess laboratory network
- U.S. Department of Education (OERI)

Test Center
Provided resources and assistance for assessing educational results
- U.S. Department of Education (OERI)

K–12 Project
Evaluated the Pacific Star Schools Partnership project
- Educational Service District 101, Spokane (WA)

Creating Readers
Conducted training workshop
- Clark County School District (NV)
- Educational Service Unit #9 (NE)
- Hot Springs School District (WY)
- Kodiak Island Borough High School District (AK)
- Kyrene School District (AZ)
- Lake Washington School District (WA)
- Martin County School District (FL)
- North Clackamas School District (OR)
- Okaloosa County School District (FL)
- Southeast Kansas Education Service Center

21st Century Learning Center
Evaluated the Partnership for Youth Project
- Oregon Trail School District (OR)

Assessed impact
- Anchorage School District (AK)

Technology Connection
Evaluated the project
- Ilisagvik College (AK)

Engineer IT!
Evaluated the project
- Oregon Museum of Science and Industry

Drug Prevention Project
Evaluated the project
- Lincoln County School District (OR)

Mathematics Assessment
Documented development of the Washington State program
- Washington Office of Superintendent of Public Instruction

Head Start Science Institute
Evaluated the summer insutute
- Marylhurst University (OR)

Technology Innovation Project
Evaluated the Cascade Consortium project
- Manson School District (WA)

Children's Museum
Conducted visitor/exhibit evaluation
- Portland Rotary Charitable Trust (OR)

Traits of an Effective Reader
Made conference presentations
- Kansas North Central Association, Wichita
- Lake Washington School District (WA)

Conducted training workshop
- Goodland School District (KS)

Rural Technology Teachers Initiative
Evaluated the project statewide
- Montana Small Schools Alliance

MESA Powerful Parent Project
Assessed project impact
- University of Washington

Student Assessment
Assisted development of end-of-course assessment
- Boise School District (ID)

Reading Across Content Areas
Conducted training workshop
- Eastmont School District (WA)
- Goldendale School District (WA)

Reading and Writing Assessment
Conducted Summer Academy
- Vallivue School District (ID)

Reviewed the district assessment rubrics
- Lake Washington School District (WA)

The Traits of Effective Spanish Writing
Conducted training workshop
- Boulder Valley School District (CO)

Bilingual Project
Evaluated the Reading Achievement in Math and Science project
- Portland School District (OR)

Picture Books
Provided conference presentation
- Colorado Council International Reading Association

CHILD AND FAMILY PROGRAM

Family and Community Involvement Services
Provided R&D and services to Northwest schools
- U.S. Department of Education (OERI)

Literacy and Language Development Services
Provided R&D and services to Northwest schools
- U.S. Department of Education (OERI)

ECEAP Program
Continued longitudinal study of short- and long-term effects
- Washington Department of Community, Trade, and Economic Development

Early Childhood Education and Services
Developed processes and resources for effective classroom environment and comprehensive services
- U.S. Department of Education (OERI)

Oregon Parent Center
Disseminated information and training
- Albina Head Start, Portland (OR)

Family and Community Partnerships
Documented and disseminated promising practices to support academic achievement
- U.S. Department of Education (OERI)

Planning and Improvement
Assisted ACI and Northwest Nazarene in use of assessment data
- Albertson College of Idaho

Designed evaluation instruments for FIPSE project
- University of Idaho

Crisis/Relief Nurseries
Evaluated early childhood services
- Oregon Commission on Children and Families

FTS Project
Evaluated the project
- Eastern Washington University

Early Childhood Education
Evaluated the Child Care Connections project
- Mountain States Group, Boise (ID)

Community Technology Center
Evaluated the center's performance
- Albina Head Start (OR)

Early Learning Center
Evaluated the center
- Puyallup Tribal Council (WA)

Even Start
Evaluated the program
- Olympia Federal Even Start Program (WA)

Evaluated services
- Olympia School District (WA)

Read To Me Project
Evaluated the Emerging Literacy Program
- Idaho State Library

Head Start Program
Strengthened the regional infrastructure
- Region X Head Start (OR)

Literacy Development
Conduct workshop
- Chehalis School District (WA)

COMPREHENSIVE CENTER

Northwest Center
Provided training and technical assistance
- U.S. Department of Education, Office of Elementary and Secondary Education

School Improvement
Provided technical assistance
- Pocatello School District (ID)

Special Education
Developed strategic plan for deaf/hard of hearing children
- Wyoming Department of Education

Mathematics Education
Conducted math audit to improve instruction
- Wyoming Department of Education

Bilingual Education
Provided technical assistance
- Sunnyside School District (WA)

DEVELOPMENT AND COMMUNICATIONS

Information Dissemination and Outreach
Created awareness and disseminated information
- U.S. Department of Education (OERI)

Laboratory Network Communication
Prepared and disseminated information and annual report
- U.S. Department of Education (OERI)

Electronic Information
Maintained Web site
- U.S. Department of Education (OERI)
- 10 Regional Laboratories

Management/Reporting
Prepared and submitted reports and publications to OERI
- U.S. Department of Education (OERI)

Eisenhower Professional Development Program
Developed national newsletter
- U.S. Department of Education (OERI)

EDUCATION, CAREER, AND COMMUNITY PROGRAM

Education Success
Provided training and technical assistance to education-related projects nationwide
- Corporation for National Service (DC)

AmeriCorps VISTA Training Project
Developed and conducted training for participants and supervisors nationwide
- Corporation for National Service (DC)

New American High Schools
Provided technical assistance for high school reform
- U.S. Department of Education (OERI)

Mentoring Project
Provided assistance to Texas mentoring organizations
- Texas Workforce Commission

Community-Based Learning
Developed resources and services for comprehensive approach to community-based learning
- U.S. Department of Education (OERI)

Lewis and Clark Rediscovery Project
Provided evaluation and technical assistance
- Potlatch School District (ID)

Evaluated the Life-Long Learning project
- University of Idaho

Northwest Center for Emerging Technologies
Evaluated the National Science Foundation grant
- Bellevue Community College (WA)

Middle School Reform
Provided assistance to participating Idaho schools
- J.A. & Kathryn Albertson Foundation (ID)

Contextual Teaching and Learning
Provided evaluation and technical assistance
- University of Washington

Conducted training in Montana
- DTI Associates, Inc., Arlington (VA)

Network Northwest
Assisted AmeriCorps projects in Idaho, Oregon, and Washington
- Corporation for National Service (DC)

Idaho Technology Challenge
Evaluated the project
- Potlatch School District (ID)

Communities Pilot Program
Evaluated the program
- National Alliance of Business (DC)

Teaching and Learning Project
Evaluated the project
- Portland State University (OR)

Technology Challenge Project
Evaluated the Community of Learners system
- Seattle School District (WA)

Education Technology
Evaluated the technology and teacher education project
- University of Idaho

AmeriCorps
Evaluated the statewide program
- Michigan Community Service Commission

Re-Creating Idaho Schools
Evaluated the Albertson Foundation project
- Northwest Nazarene College (ID)

TeachNET Project
Conducted seminar
- Business Education Compact (OR)

Provided technical assistance
- University of Wisconsin

Alternative Education
Evaluated community-based alternatives
- Portland School District (OR)

Native Hawaiian Education
Evaluated the vocational program
- ALU LIKE, Inc. (HI)

School Reform
Coordinated summer institute
- Pine Ridge High School (SD)

Middle Schools
Evaluated the program
- Seattle School District (WA)

21st Century Learning Center
Evaluated the program
- Seattle School District (WA)
- Region 9 Education Service District (OR)

School-to-Work Transition
Conducted conference session
- U.S. Department of Labor, Denver (CO)

Assisted Region X state offices
- U.S. Department of Labor, Seattle (WA)

Tech Prep
Assisted evaluation of national center
- University of Illinois

Evaluated San Mateo (CA) high school programs
- University of Illinois

Humanities Education
Developed career-related curricula
- U.S. Department of Labor, Employment, and Training Division, Sacramento (CA)

Comprehensive Reform
Designed and facilitated the process
- Pine Ridge High School (SD)

Fort Clatsop Education Program
Developed On-Line Learning Community module
- National Park Service, Seattle (WA)

Working Connections Project
Evaluated the project
- Southwest Oregon Community College

Energy Management
Developed high school CAM course
- U.S. Department of Energy (BPA)

Instructional Technology
Evaluated the Washington workforce/education initiative
- Bellevue Community College (WA)

Service Learning
Integrated concepts into programmatic efforts
- University of Minnesota

GED Success
Evaluated the program
- Washington Research Institute

Job Corps
Assisted integrated curriculum at Springdale Center
- DTI Associates, Inc., Arlington (VA)

Alternative Pathways
Provided math teacher professional development
- Multnomah Education Service District (OR)

Comprehensive School Reform
Provided training and technical assistance
- Grandview School District (WA)
- Pine Ridge School District (SD)

GEAR-UP Program
Evaluated the program
- Northwest Arctic Borough School District (AK)

Teacher Education Program
Evaluated the program
- Albertson College of Idaho

Vision Survey
Analyzed and presented results for Clackamas High School
- Jobs for the Future (MA)

Active Literacy
Provided training on best practices
- Louisiana Department of Education

All Aspects of the Industry
Conducted training
- Evergreen School District (WA)
- Mt. Hood Regional Education Consortium (OR)
- Region 9 Education Service District (OR)

Youth Leadership/Development
Conducted workshops for students
- Portland School District (OR)

Professional Development
Provided training on contextual teaching, service learning, and project-based learning
- Eugene School District (OR)

Washington EALRs
Conducted Lewis and Clark workshop
- Educational Service District 112, Vancouver (WA)

EQUITY CENTER

Desegregation Assistance Center
Provided services to the Northwest and Pacific
- U.S. Department of Education, Office of Elementary and Secondary Education

Delinquency Prevention
Provided technical assistance, information, and resources for serving female juveniles
- Greene, Peters, & Associates (TN)

Juvenile Justice Assistance Center
Provided consultation to OJJDP center
- Caliber Associates (VA)

EVALUATION PROGRAM

Evaluation
Conducted evaluation of OERI contract activities
- U.S. Department of Education (OERI)

Washington Reads
Evaluated the program
- Washington Office of Superintendent of Public Instruction

Corrections Learning Network
Evaluated the Northwest Star Schools project
- Educational Service District 101, Spokane (WA)

Reading Excellence Act
Conducted statewide evaluation
- Oregon Department of Education

Generation www.Y Project
Evaluated the Washington State project
- Olympia School District (WA)
- Generation YES (WA)

Star Schools
Evaluated the Pacific Star Schools Partnership
- Educational Service District 101, Spokane (WA)

Evaluated the Adult Literacy project
- Educational Service District 101, Spokane (WA)

LINKS Project
Evaluated the project
- Washington Office of Superintendent of Public Instruction

Technical Education Consortium
Evaluated the consortium
- College of Southern Idaho

Navajo Technology Consortium
Evaluated the program
- Gallup-McKinley County Schools (NM)

Pre-TEACH Project
Evaluated the project
- Montana Small Schools Alliance

McCoy Charter School
Established student performance benchmarks
- Portland School District (OR)

Evaluated the school
- Portland School District (OR)

Substance Use Survey
Conducted statewide student survey
- Idaho Department of Education

Montana Tales
Evaluated the project
- University of Montana

Technology Literacy Project
Evaluated the statewide project
- Olympia School District (WA)

Program Evaluation
Evaluated federal programs
- Fairbanks North Star Borough School District (AK)

Class Scheduling
Evaluated the four-period high school day
- South Whidbey School District (WA)

Technology and Standards Integration Project
Evaluated the Internet-based project
- Alaska Department of Education and Early Development

Alternative Education Program
Developed database applications
- Portland School District (OR)

Professional Development
Evaluated the Kittitas Valley consortium
- Central Washington University

Scientist/Student/Teacher Program
Evaluated the NSF program
- Associated Western Universities (UT)

Second Grade Assessment
Evaluated the program
- Washington Office of Superintendent of Public Instruction

Goals 2000 Project
Evaluated the project
- Jerome Joint School District (ID)

Head Start Science Institute
Evaluated the summer institute
- Marylhurst University (OR)

Technology Standards Project
Evaluated the Technology Innovation Challenge grant
- Alaska Department of Education and Early Development

Learning Lab
Developed outcome management tools
- Learning Lab (ID)

School Survey
Review and revise survey instruments
- Lakeside School (WA)

Evaluation Services
Reviewed grant proposals
- Fairbanks North Star Borough School District (AK)

Advanced Regional Technical Education Coalition
Evaluated the professional-technical education proposals
- College of Southern Idaho

EXECUTIVE OFFICE

Governance and Management
Participated with OERI and conducted advisory committees
- U.S. Department of Education (OERI)

Eisenhower Professional Development
Coordinated national evaluation conference
- U.S. Department of Education (OERI)

Technology
Provided infrastructure
- U.S. Department of Education (OERI)

Staff Development
Provided professional development for staff and regional directors
- U.S. Department of Education (OERI)

Education Equity
Provided consulting services
- Puyallup School District (WA)

LNP System
Provided coordination of cross-laboratory activities
- U.S. Department of Education (OERI)

MATHEMATICS AND SCIENCE EDUCATION CENTER

Northwest Math and Science Consortium
Provided services to five Northwest states
- U.S. Department of Education (OERI)

Science and Mathematics Education
Developed and disseminated resources to assist teachers in state and local improvement strategies
- U.S. Department of Education (OERI)

Mathematics Problem Solving
Provided technical assistance
- Aberdeen School District (WA)
- Blaine County School District (ID)
- Chugach School District (AK)
- Colorado Academy, Denver (CO)
- Eldorado School District (IL)
- Holy Family School (WA)
- Kyrene School District (AZ)
- Laurel School District (MT)
- Pasco School District (WA)
- Shelton School District (WA)
- Stanwood School District (WA)
- West Central Professional Development Consortium (CO)

Appeared in professional development video
- Canter & Associates, Inc., Santa Monica (CA)

Science Inquiry
Developed model and resources
- U.S. Department of Education (OERI)

Science and Mathematics Assessment
Developed products and training for teachers in math/science assessment
- U.S. Department of Education (OERI)

Effective Teacher Preparation
Supported material awards program
- Mid-continent Research for Education and Learning (CO)

Professional Development
Made site visits for National Awards Program
- North Central Regional Educational Laboratory (IL)

Project Teach
Evaluated the project
- Green River Community College (WA)

Teachers Investigate Ecology
Assisted the Montana statewide project
- University of Montana-Missoula

Mathematics Program
Conducted program audit
- Dallas School District (OR)
- Sunnyside School District (WA)

Science Curriculum
Disseminated K–12 curriculum
- Education Development Center (MA)

Alternative Pathways to Teaching
Evaluated the program
- Pacific University (OR)

Mathematics Curriculum
Conducted training on alignment
- Battle Ground School District (WA)

NATIONAL MENTORING CENTER

National Mentoring Center
Provided training, technical assistance, information, and materials to local student mentoring projects
- U.S. Department of Justice (DC)

NATIONAL RESOURCE CENTER FOR SAFE SCHOOLS

National School Safety Center
Provided training and technical assistance to schools and communities
- U.S. Office of Juvenile Justice and Delinquency Prevention (DC)

PLANNING AND PROGRAM DEVELOPMENT

Services to Schools
Coordinated service delivery strategies in Northwest states
- U.S. Department of Education (OERI)

Re-Engineering Schools Services
Provided R&D and services to Northwest schools
- U.S. Department of Education (OERI)

Comprehensive School Reform
Provided services to Northwest schools
- U.S. Department of Education (OERI)

Evaluated the program
- Anchorage School District (AK)
- Fairbanks North Star Borough School District (AK)
- Kellogg Joint School District (ID)

Evaluated the project in White Mountain School
- Bering Strait School District (AK)

Charter Schools
Disseminated leadership training program
- U.S. Department of Education, Office of Elementary and Secondary Education

Evaluated the program
- Oregon Department of Education
- Idaho Department of Education

Conducted training institute
- South Carolina Department of Education

Rural Community School Renewal
Developed process and tools for rural communities to carry out local school improvement
- U.S. Department of Education (OERI)

Needs Identification
Assisted schools to define and respond to local needs
- U.S. Department of Education (OERI)

OERI Assistance
Conducted projects of regional/national importance
- U.S. Department of Education (OERI)

Needs Assessment
Assessed regional needs and conducted state forums
- U.S. Department of Education (OERI)

Best Practices Network
Identified and disseminated information on best practices
- U.S. Department of Education (OERI)

Laboratory Network Program
Participated in cross-laboratory collaboration activities
- U.S. Department of Education (OERI)

Quality Assurance
Ensured quality of products and services
- U.S. Department of Education (OERI)

Rural Learn and Serve Network
Provided technical assistance
- Educational Service District 112, Vancouver (WA)

Electronic Resources
Collected and disseminated information via the Web
- U.S. Department of Education (OERI)

National Teacher Forum
Coordinated regional participation
- U.S. Department of Education (OERI)

Alternative Pathways to Teacher Certification
Conducted study of current best practices
- Idaho State Board of Education

Family Literacy
Provided technical assistance to Idaho initiative
- Idaho Department of Education

Early Childhood Education
Evaluated the Community Learning Center
- Whitepine Joint School District (ID)

Vocational Education
Evaluated the program
- Muckleshoot Indian Tribe (WA)
- Nisqually Tribe (WA)

Indian Education Program
Evaluated the program
- Jefferson County School District (OR)

Family Services
Evaluated the center
- Midnight Sun Family Learning Center (AK)

SCHOOL IMPROVEMENT PROGRAM

Onward to Excellence (OTE)
Provided implementation assistance under the Comprehensive School Reform Demonstration Program
- Aberdeen School District (MS)
- Belfry School District (MT)
- Bethel School District (WA)
- Central Linn School District (OR)
- Charlo School District (MT)
- Charlotte Mecklenburg School District (NC)
- Clover Park School District (WA)
- Deer Valley School District (AZ)
- Dougherty School District (GA)
- Fort Smith School District (AK)
- Henrico County School District (VA)
- Huntsville School District (TX)
- Little Rock School District (AR)
- Lonoke School District (AR)
- Lowndes County School District (GA)
- Manzanola School District (CO)
- Monroe County School District (AL)
- Nottoway County Public Schools (VA)
- Phillipsburg School District (MT)
- Pickens County School District (AL)
- Pine Ridge Indian Reservation (SD)
- Poplarville School District (MS)
- Prince Edward School District (VA)
- Rockingham County School District (VA)
- Roosevelt School District (AZ)
- Sidney City School District (OH)
- West Covina Unified School District (CA)

Comprehensive School Reform
Built capability for OTE training and assistance
- U.S. Department of Education (OERI)

National Leadership in Re-Engineering Schools
Provided leadership in collaborative work with individuals/organizations
- U.S. Department of Education (OERI)

Quality Teaching and Learning Services
Provided R&D and services to Northwest schools
- U.S. Department of Education (OERI)

Re-Engineering Schools LNP
Conducted collaborative work with other laboratories
- U.S. Department of Education (OERI)

Curriculum Inquiry Cycle
Provided teacher development in reading and language arts
- Parkrose School District (OR)

School Reform
Conducted workshop on using data
- National Indian School Board Association (MT)

Curriculum Mapping
Assisted Benson High School project
- Portland School District (OR)

Effective Schooling Practices
Made presentation
- Louisiana Association of School Executives
- Salem-Keizer School District (OR)
- Washington Association of School Administrators

MISTA Project
Conducted professional development
- Montana Office of Public Instruction

Professional Development
Conducted workshops on examining student work and classroom instruction
- Kodiak Island Borough School District (AK)

Listening to Student Voices
Made presentation
- Montana Association of Secondary School Principals

TECHNOLOGY IN EDUCATION CENTER

Northwest Technology Consortium
Provided services to five Northwest states
- U.S. Department of Education (OERI)

Millennium Project
Evaluated the technology project
- Educational Service District 112, Vancouver (WA)

Education Web Project
Provided consultation on content development
- Intel Corporation (OR)

Traditions-Technology-Teamwork
Conducted conference strand on instructional technology
- National Indian School Board Association (MT)

LNP Technology
Conducted collaborative work with other laboratories
- U.S. Department of Education (OERI)

Technology Planning
Developed district plan
- Sublette County School District (WY)

AKTTC Project
Conducted Project-Based Learning workshop for teachers
- University of Alaska-Southeast

THE BOARD OF DIRECTORS
NORTHWEST REGIONAL EDUCATIONAL LABORATORY:

We have audited the accompanying statement of financial position of the Northwest Regional Educational Laboratory as of August 31, 2001, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Northwest Regional Educational Laboratory's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the organization's August 31, 2000, financial statements and, in our report dated November 16, 2000, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Northwest Regional Educational Laboratory as of August 31, 2001, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States.

In accordance with *Government Auditing Standards*, we have also issued a report dated November 15, 2001, on our consideration of the Northwest Regional Educational Laboratory's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Hoffman, Stewart & Schmidt, P.C.

November 15, 2001, except for Note 12 as to which the date is November 28, 2001

Statement of Financial Position

August 31, 2001 *(With Comparative Amounts for 2000)*	**2001**	**2000**
Assets		
Current assets:		
Cash and cash equivalents	$ 1,451,632	$ 1,761,016
Contracts receivable	1,242,591	785,698
Unbilled expenditures on contracts	524,875	948,259
Other receivables	270,547	148,786
Inventories	270,567	298,120
Prepaid expenses	140,454	130,498
Cumulative underabsorbed indirect costs *(Note 9)*	680,213	237,793
Total current assets	**4,580,879**	**4,310,170**
Investments *(Note 3)*	5,384,344	6,587,052
Property and equipment *(Note 4)*	619,770	65,082
Total assets	**$ 10,584,933**	**$ 10,962,304**
Liabilities and Net Assets		
Current liabilities:		
Advance funding on contracts	$ 1,577,202	$ 1,614,484
Accounts payable and accrued liabilities	828,780	607,998
Accrued payroll liabilities	515,528	521,041
Total current liabilities	**2,921,510**	**2,743,523**
Postretirement benefit obligation *(Note 10)*	228,713	228,713
Total liabilities	**3,150,223**	**2,972,236**
Net assets:		
Unrestricted:		
Available for general operations	1,430,656	1,337,934
Designated by Board of Directors *(Note 5)*	5,384,344	6,587,052
Net investment in property and equipment	619,770	65,082
Total unrestricted net assets	**7,434,770**	**7,990,068**
Commitments and contingencies *(Notes 6, 7, and 10)*		
Total liabilities and net assets	**$ 10,584,993**	**$ 10,962,304**

The accompanying notes are an integral part of the financial statements.

Statement of Activities

Year Ended August 31, 2001 *(With Comparative Totals for 2000)*	**2001**	**2000**
Support and revenue:		
Federal grants and contracts	$ 15,166,018	$ 15,965,624
Other grants and contracts	3,445,767	3,974,861
Sales of materials	654,495	648,592
Conferences	555,925	741,948
Net investment income	204,084	224,597
Net appreciation (depreciation) in the fair value of investments	(836,729)	513,044
Other revenue	107,189	146,789
Total support and revenue	**19,296,749**	**22,215,455**
Expenses *(Note 8)*:		
Program services	16,527,069	17,622,636
General and administrative	3,767,398	3,640,821
Total expenses	**20,294,467**	**21,263,457**
Excess (deficit) of support and revenue over expenses before underabsorbed indirect costs	**(997,718)**	**951,998**
Underabsorbed indirect costs *(Note 9)*	442,420	79,173
Increase (decrease) in net assets	**(555,298)**	**1,031,171**
Net assets at beginning of year	7,990,068	6,958,897
Net assets at end of year	**$ 7,434,770**	**$ 7,990,068**

The accompanying notes are an integral part of the financial statements.

Year Ended August 31, 2001 *(With Comparative Totals for 2000)*	2001	2000
Cash flows from operating activities:		
Cash received from contractors and grantors	$ 18,540,994	$ 19,361,065
Cash received from conference participants and service recipients	1,088,659	1,431,550
Interest and dividends received	204,084	224,597
Cash paid to employees and suppliers	(19,762,223)	(20,400,803)
Net cash provided by operating activities	**71,514**	**616,409**
Cash flows from investing activities:		
Net (purchases) sales of investments	365,979	(366,527)
Purchase of equipment and leasehold improvements	(746,877)	(54,922)
Net cash used by investing activities	**(380,898)**	**(421,449)**
Increase (decrease) in cash and cash equivalents	**(309,384)**	**194,960**
Cash and cash equivalents at beginning of year	1,761,016	1,566,056
Cash and cash equivalents at end of year	**$ 1,451,632**	**$ 1,761,016**

The accompanying notes are an integral part of the financial statements.

1. Organization

The mission of the Northwest Regional Educational Laboratory is to improve educational results for children, youth, and adults by providing research and development assistance in delivering equitable, high-quality educational programs. The organization provides research and development assistance to education, government, community agencies, business, and labor.

The Northwest Regional Educational Laboratory is a private nonprofit corporation which began operation in 1966 as an outgrowth of the Federal Elementary and Secondary Educational Act. Headquartered in Portland, Oregon, the organization provides services to the national educational community with major focus on the Northwest region, which consists of Oregon, Washington, Idaho, Montana, and Alaska.

2. Summary of Significant Accounting Policies

The significant accounting policies followed by the Northwest Regional Educational Laboratory are described below to enhance the usefulness of the financial statements to the reader.

Basis of Accounting—The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States.

Use of Estimates—The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash Equivalents—For purposes of the financial statements, the organization considers all liquid investments having initial maturities of three months or less to be cash.

Investments—Investments are carried at market value. Net appreciation or depreciation in the fair value of investments, which consists of the realized gains or losses and the unrealized appreciation or depreciation of those investments, is shown in the statement of activities. Investment income is accrued as earned and is reported net of investment advisory fees. Management advisory fees totaled $52,244 and $49,922 for the years ended August 31, 2001 and 2000, respectively.

Inventories—Inventories, which consist primarily of published materials, are carried at cost, which approximates the lower of cost or market value. Cost is determined on the first-in, first-out basis.

Property and Equipment—Equipment, leasehold improvements and software are carried at cost. Depreciation and amortization are provided using straight-line and accelerated methods over the estimated useful lives of the assets, which range from 3 to 5 years.

Revenue Recognition—Substantially all of the organization's revenue is derived from cost reimbursable grants and contracts. Funds received are deemed to be earned and are reported as revenue when the organization has incurred expenditures in compliance with the specific contract or grant restrictions. Revenue on fixed-price contracts is recognized at the time of contract billing, which approximates the percentage-of-completion method of accounting. Amounts received but not yet earned are reported as advance funding on contracts.

Advertising Expenses—Advertising costs are charged to expense as they are incurred.

Income Taxes—The organization is exempt from Federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code and comparable state law.

Financial Instruments with Concentrations of Credit Risk—Financial instruments that potentially subject the organization to concentrations of credit risk consist principally of cash equivalents and Federal government receivables. Credit risk for cash is limited in that the organization places its cash and cash equivalents with creditworthy, high quality financial institutions. Accounts at each institution are also insured by the Federal Deposit Insurance Corporation up to $100,000. Accounts with balances greater than $100,000 are invested in Federal government securities funds. By policy, cash and cash equivalents are kept within limits designed to prevent risks caused by concentration.

With respect to Federal government receivables, the organization receives a substantial amount of its support from the Federal government. Although not considered by the organization's management to represent a significant credit risk, a reduction in the level of this support would nevertheless affect the conduct of the organization's programs and activities.

Reclassifications—Certain information in the 2000 financial statements has been reclassified for comparative purposes to conform with the 2001 presentation.

Other Significant Accounting Policies—Other significant accounting policies are set forth in the financial statements and the following notes.

Summarized Financial Information for 2000—The accompanying financial information as of and for the year ended August 31, 2000, is presented for comparative purposes only and is not intended to represent a complete financial statement presentation in conformity with accounting principles generally accepted in the United States. Accordingly, such information should be read in conjunction with the organization's financial statements for the year ended August 31, 2000, from which the summarized information was derived.

3. Investments

Investments held by the organization at August 31, 2001 and 2000, consist of the following:

	2001	2000
Equity securities	$ 2,942,306	$ 4,106,287
U.S. government bonds	1,006,784	904,302
Corporate bonds	1,306,602	1,456,629
Money market deposits	128,652	119,834
	$ 5,384,344	$ 6,587,052

4. Property and Equipment

A summary of property and equipment at August 31, 2001 and 2000, is as follows:

	2001	2000
Leasehold improvements	$ 301,583	$ 90,378
Equipment, furniture, and fixtures	897,480	421,304
Software	173,044	173,044
	1,372,107	684,726
Less accumulated depreciation and amortization	752,337	619,644
	$ 619,770	$ 65,082

5. Limitations on Net Asset Balances

The organization's Board of Directors has designated net assets for specific purposes. Prior to the year ended August 31, 2001, net assets were designated for future occupancy needs (building fund). During the year ended August 31, 2001, the Board changed the designation to establish an operating reserve. The targeted amount for this reserve is 40 percent of fiscal 2000 expenses, approximately $8,500,000.

A breakdown of the designated amounts at August 31 is as follows:

	2001	2000
Designated fund contributions	$ 2,293,692	$ 2,821,948
Accumulated investment gains	3,090,652	3,765,104
Total designated by Board of Directors	$ 5,384,344	$ 6,587,052

6. Commitments

The organization leases office space under operating leases which require payments through March, 2011. The leases contain escalation clauses to cover increases in certain operating expenses. At August 31, 2001, the organization's aggregate annual lease commitments, excluding any operating expense escalation that may be calculated in the future, are payable as follows:

Years Ending August 31,	Amount
2002	$ 1,036,430
2003	1,037,012
2004	1,009,175
2005	995,780
2006	1,044,050
Thereafter	5,344,400
	$ 10,466,847

Rent expense for the years ended August 31, 2001 and 2000, totaled $937,840 and $726,123, respectively.

7. Contingencies

Amounts received or receivable under governmental contracts held by the organization are subject to audit and adjustment by the granting or contracting agency. Any expenditures or claims disallowed as a result of such audits would become a liability of the organization's general operating funds. In the opinion of the organization's management, any adjustments that might result from such audits would not be material to the organization's overall financial statements.

8. Expenses

The costs of providing the various programs and activities of the organization for the year ended August 31, 2001, have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited, as follows:

	Program Services	General and Administrative	Total
Personnel compensation	$ 6,352,552	$ 1,793,666	$ 8,146,218
Personnel benefits	1,983,213	502,724	2,485,937
Travel and transportation	1,635,577	157,631	1,793,208
Postage and shipping	228,027	15,270	243,297
Occupancy	1,400,163	345,321	1,745,485
Printing and reproduction	976,021	146,154	1,122,175
Other services	2,675,346	625,422	3,300,768
Supplies and materials	439,621	181,209	620,830
Subcontracts and non-IDC	836,549	—	836,549
Total expenses	$ 16,527,069	$ 3,767,398	$ 20,294,467

9. Indirect Cost Recovery

Indirect expenses incurred by the organization are applied against the organization's grants and contracts based on a percentage of direct expenses incurred and in accordance with specific fixed rates agreed upon in advance with the U.S. Department of Education. To the extent that actual indirect costs incurred by the organization are ultimately determined to exceed indirect expenses applied, "underabsorbed indirect costs" result. Conversely, when indirect expenses applied by the organization using the applicable fixed rates exceed actual indirect costs incurred, "overabsorbed indirect costs" result. Any overabsorbed (underabsorbed) indirect costs applied by the organization will be recovered by the funding agencies (or returned to the organization) in subsequent years through adjustments made to future indirect cost rates. At August 31, 2001 and 2000, the net cumulative underabsorbed indirect costs recorded by the organization totaled $680,213 and $237,793, respectively.

10. Retirement and Postretirement Benefits

The organization provides a defined contribution retirement plan for employees meeting certain eligibility requirements. During the years ended August 31, 2001 and 2000, the organization's contribution totaled $1,055,577 and $1,046,832, respectively, which represented 13 percent of the participants' salaries. Participants in the plan are required to contribute 2 percent of their annual salaries to the plan.

In addition, the organization provides a postretirement medical benefit to employees who retire from active service after reaching the age of 55 with at least 15 consecutive years of service. The plan requires the organization to match health care premium payments up to a monthly maximum of $100 until the recipient reaches the age of 65. During the year ended August 31, 2000, the organization began providing a postretirement life insurance program for employees who retire from active service while at least age 55 with 15 consecutive years of service. Each eligible retiree receives $25,000 life insurance.

Statement of Financial Accounting Standards No. 106, *Employers' Accounting for Postretirement Benefits Other Than Pensions,* requires the accrual of the expected cost of providing postretirement benefits during the years that the employee renders the necessary service. During the year ended August 31, 2000, the organization received an actuarial valuation to value the postretirement benefit obligation as of August 31, 2000. An actuarial valuation was not obtained as of August 31, 2001. Management does not believe the estimated liability has changed significantly from August 31, 2000; therefore, no adjustment has been recorded.

The schedule below details the estimated liabilities associated with the postretirement benefit obligation as of August 31, 2001 and 2000. The liability is discounted from estimated future costs using a 7.5 percent discount rate.

	Medical Insurance	Life Insurance	Total	
			2001	2000
Current retirees	$ 12,537	$ 15,954	$ 28,491	$ 28,491
Fully eligible participants	19,465	59,362	78,827	78,827
Other participants	13,334	108,061	121,395	121,395
	$ 45,336	$ 183,377	$ 228,713	$ 228,713

11. Statement of Cash Flows Reconciliation

The following presents a reconciliation of the increase in net assets (as reported on the statement of activities) to net cash provided by operating activities (as reported on the statement of cash flows) for the year ended August 31, 2001:

Decrease in net assets	$ (555,298)
Adjustments to reconcile decrease in net assets to net cash provided by operating activities:	
Net depreciation in the fair value of investments	836,729
Depreciation and amortization	192,189
Underabsorbed indirect costs	(442,420)
Net change in:	
Contracts receivable	(456,893)
Unbilled expenditures on contracts	423,384
Other receivables	(121,761)
Inventories	27,553
Prepaid expenses	(9,956)
Advance funding on contracts	(37,282)
Accounts payable and accrued liabilities	220,782
Accrued payroll liabilities	(5,513)
Total adjustments	626,812
Net cash provided by operating activities	$ 71,514

12. Subsequent Event

Subsequent to August 31, 2001, and pursuant to FAR 22.010.3, the organization notified the Department of Education of a labor dispute that resulted in a strike that began November 9, 2001, and ended November 28, 2001. Management estimates that there will be no delay in meeting contractual obligations as a result of this strike.

MEMBER INSTITUTIONS

ight hundred fifty three Northwest agencies and organizations are NWREL member institutions. They are the primary clients for NWREL services and collaborate in carrying out educational research and development work.

n 2001, nine organizations became new NWREL member institutions:

- Bering Strait School District, Alaska
- Child Care Partnerships, Helena, Montana
- Clinton Elementary School District, Montana
- Cook Inlet Tribal Council, Alaska
- Plains School District, Montana
- South East Regional Resource Center, Alaska
- South Puget Intertribal Planning Agency, Washington
- St. Ignatius School District, Montana
- Sunnyside School District, Washington

	Alaska	Idaho	Montana	Oregon	Washington	Total
State Education Agencies	1	1	1	1	1	5
School Districts	[illegible]	[illegible]	115	[illegible]	[illegible]	[illegible]
Private Schools	[illegible]	[illegible]	6	[illegible]	[illegible]	[illegible]
Intermediate County Agencies	[illegible]	[illegible]	[illegible]	11	[illegible]	[illegible]
Colleges/Universities	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Professional Associations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	15
Other Agencies and Organizations	[illegible]	[illegible]	[illegible]	28	1	[illegible]
Totals	64	113	145	238	293	853

MEMBER INSTITUTIONS

ALASKA

Alaska Department of Education

School Districts

Alaska Gateway School District
Aleutians East Borough School District
Anchorage School District
Annette Island School District
Bering Strait School District
Bristol Bay Borough School District
Chatham School District
Chugach School District
Copper River School District
Cordova City School District
Craig City School District
Delta/Greely School District
Denali Borough School District
Dillingham City School District
Fairbanks North Star Borough School District
Haines Borough School District
Hoonah City School District
Iditarod Area School District
Juneau Borough School District
Kake City School District
Kenai Peninsula Borough School District
Ketchikan Gateway Borough School District
Kodiak Island Borough School District
Lower Kuskokwim School District
Lower Yukon School District
Matanuska-Susitna Borough School District
Nenana City School District
Nome City School District
North Slope Borough School District
Nunamiut School
Petersburg City School District
Pribilof School District
Sitka Borough School District
Skagway City School District
Southwest Region School District
St. Mary's School District
Unalaska City School District
Valdez City School District
Wrangell City School District
Yakutat City School District
Yukon Flats School District
Yukon/Koyukuk School District
Yupiit School District

Private Schools

Diocese of Fairbanks
Holy Name School, Ketchikan
Immaculate Conception School, Fairbanks
Monroe High School, Fairbanks
Tom Thumb Montessori School, Anchorage

Professional Associations

Alaska PTA
Anchorage Education Association
Association of Alaska School Boards
Ketchikan Education Association
Ketchikan High School PTA
Matanuska-Susitna Education Association
NEA-Alaska, Anchorage Office
NEA-Alaska, Fairbanks Office

Higher Education

University of Alaska, Fairbanks
University of Alaska Southeast

Others

Adult Learning Programs, Fairbanks
Bureau of Indian Affairs, Juneau
Cook Inlet Tribal Council
Fairbanks Native Association
South East Regional Resource Center, Juneau

IDAHO

Idaho Department of Education

School Districts

Aberdeen School District
Avery School District
Basin School District
Bear Lake County School District
Blackfoot School District
Blaine County School District
Boise City Independent School District
Bonneville Joint School District
Boundary County School District
Bruneau-Grand View Joint School District
Buhl Joint School District
Butte County Joint School District
Caldwell School District
Camas County School District
Cambridge Joint School District
Cascade School District
Cassia County Joint School District
Challis Joint School District
Coeur d'Alene School District
Cottonwood Joint School District
Council School District
Culdesac Joint School District
Dietrich School District
Filer School District
Firth School District
Fruitland School District
Garden Valley School District
Genesee Joint School District
Gooding Joint School District
Grace Joint School District
Grangeville Joint School District
Hagerman Joint School District
Hansen School District
Highland Joint School District
Homedale Joint School District
Idaho Falls School District
Jefferson County Joint School District
Jerome Joint School District
Kamiah Joint School District
Kellogg Joint School District
Kimberly School District
Kootenai Joint School District
Kuna Joint School District
Lakeland School District
Lake Pend Oreille School District
Lapwai School District
Lewiston Independent School District
McCall-Donnelly Joint School District
Mackay Joint School District
Marsing Joint School District
Meadows Valley School District
Melba Joint School District
Meridian Joint School District
Midvale School District
Minidoka County Joint School District
Moscow School District
Mountain Home School District
Mullan School District
Murtaugh Joint School District
Nampa School District
New Plymouth School District
Nez Perce Joint School District
North Gem School District
Oneida County School District
Parma School District
Plummer-Worley Joint School District
Pocatello Community Charter School
Pocatello School District
Post Falls School District
Potlatch School District
Preston Joint School District
Ririe Joint School District
Rockland School District
Shelley Joint School District
Shoshone Joint School District
Snake River School District
Soda Springs Joint School District
South Lemhi School District
St. Maries Joint School District
Teton County School District
Twin Falls School District
Valley School District
Vallivue School District
Wallace School District
Weiser School District
Wendell School District
West Jefferson School District
West Side Joint School District
Whitepine Joint School District
Wilder School District

Private Schools

Clover Trinity Lutheran School, Buhl
Foothills School of Arts and Sciences, Boise
Grace Lutheran School, Pocatello
Immanuel Lutheran School, Twin Falls

Professional Associations

Boise Education Association
Canyon-Owyhee School Service Agency
Idaho Association of School Administrators
Idaho Education Association
Idaho School Boards Association
Jefferson County Teachers Association
Shoshone Teachers Association

Higher Education

Albertson College of Idaho
Boise State University
College of Southern Idaho
Idaho State University
Lewis-Clark State College
Northwest Nazarene University
University of Idaho

Others

J.A. and Kathryn Albertson Foundation
Idaho Department of Health and Welfare
Idaho Division of Professional-Technical Education
Nez Perce Tribal Executive Committee

MONTANA

Office of Public Instruction

School Districts

Alberton School District
Anaconda School District
Arrowhead Elementary School District
Ashland Elementary School District
Avon Elementary School District
Bainville School District
Baker School District
Belfry School District
Big Sandy School District
Bigfork School District
Billings School District
Bonner Elementary School District
Boulder Elementary School District
Box Elder School District
Bozeman School District
Broadus School District
Broadview School District
Browning School District
Butte School District
Cascade County School District
Cascade School District
Chester School District
Chouteau County School District
Chouteau 7-8/High Schools
Clinton Elementary School District
Colstrip School District
Columbia Falls School District
Conrad School District
Creston School District
Cut Bank School District
Dawson County School District
Denton School District
Dillon Elementary School District
East Glacier Park Elementary School District
Edgar Elementary School District
Ekalaka Elementary School District
Evergreen Elementary School District
Fairfield School District
Fergus County School District
Fort Benton School District
Froid School District
Geraldine School District
Glasgow School District
Glendive School District
Grass Range School District
Great Falls School District
Greenfield Elementary School District
Hamilton School District
Hardin School District
Harlem School District
Harlowton School District
Havre School District
Helena School District
Helmville Elementary School District
Highwood School District
Huntley Project School District
Joliet School District
Joplin-Inverness School District
Kalispell School District
Lambert School District
Lame Deer School District
Laurel School District
Lewistown School District
Libby School District
Lincoln School District
Livingston School District
Lockwood Elementary School District
Lolo Elementary School District
Malta School District
Manhattan School District
Marion Elementary School District
Medicine Lake School District
Melstone School District
Miles City School District
Missoula County School District
Missoula County District
Montana City Elementary School District
Montana School for Deaf and Blind
Moore School District
Mountain View Elementary School District
Nashua School District
Noxon School District
Opheim School District
Ovando Elementary School District
Park City School District
Pendroy Elementary School District
Philipsburg School District
Plains School District
Polson School District
Poplar School District
Powell County High School District
Power School District
Red Lodge School District
Richland County School District
Ronan School District
Roosevelt County School District
Roundup Elementary School District
Roundup High School District
Scobey School District
Shelby School District
Sidney School District
Smith Valley Elementary School District
Somers Elementary School District
St. Ignatius School District
Stanford School District
Sun River Valley School District
Sunburst School District
Superior School District
Swan River School District
Target Range Elementary School District
Three Forks School District
Troy School District
Vaughn Elementary School District
Victor School District
West Glacier Elementary School District
Westby School District
White Sulpher Springs School District
Whitefish School District
Whitehall School District
Whitlash Elementary School District
Wibaux School District
Wolf Point School District
Yellowstone County School District

Private Schools

Billings Catholic Schools
Butte Central High School
Diocese of Great Falls/Billings
Loyola-Sacred Heart High School, Missoula

Professional Associations

Beaverhead County Unit, MEA
Montana Certification Standards and Practices Advisory Council
Montana Congress of Parents and Teachers
Montana Education Association
Montana School Boards Association

Higher Education

Carroll College
Dawson Community College
Miles Community College
Montana Tech of the University of Montana-Butte
Montana State University-Billings
Montana State University-Bozeman
Montana State University-Northern
University of Montana-Missoula
Western Montana College

Others

Bureau of Indian Affairs, Billings Area Office
Child Care Partnerships, Helena
Montana State Library

OREGON

Oregon Department of Education

School Districts

Alsea School District
Amity School District
Annex School District
Arlington School District
Astoria School District
Athena-Weston School District
Bandon School District
Banks School District
Beaverton School District
Bend-LaPine Administrative School District
Bethel School District
Brookings-Harbor School District
Burnt River School District
Canby School District
Centennial School District
Central Point School District
Central School District
Chenowith School District
Condon School District
Coos Bay School District
Coquille School District

Corbett School District
Corvallis School District
Creswell School District
Dallas School District
David Douglas School District
Douglas County School District
Eagle Point School District
Echo School District
Enterprise School District
Estacada School District
Eugene School District
Forest Grove School District
Gervais School District
Glendale School District
Glide School District
Grant School District
Grants Pass School District
Greater Albany Public School District
Gresham-Barlow School District
Harney County School District 3
Harney County School District 4
Harney County Union High School District
Hermiston School District
Hillsboro School District
Hood River County School District
Jefferson School District
Jewell School District
Junction City School District
Klamath County School District
Klamath Falls City School District
La Grande School District
Lake Oswego School District
Lakeview School District
Lebanon Community School District
Lincoln County School District
McMinnville School District
Medford School District
Milton-Freewater Unified School District
Molalla River School District
Monroe School District
Morrow School District
Myrtle Point School District
Neah-Kah-Nie School District
Newberg School District
North Bend School District
North Clackamas School District
North Marion School District
Nyssa School District
Ontario School District
Oregon City School District
Oregon Trail School District
Parkrose School District
Pendleton School District
Phoenix-Talent School District
Pinehurst School District
Pleasant Hill School District
Port Orford-Langlois School District
Portland School District
Prairie City School District
Redmond School District
Reedsport High School
Reedsport School District
Reynolds School District
Riverdale School District
Rogue River School District
Salem-Keizer School District
Silver Falls School District
Sisters School District
Siuslaw School District
South Umpqua School District
Springfield School District
St. Helens School District
St. Paul School District
Sutherlin School District
Sweet Home School District
The Dalles School District
Three Rivers/Josephine School District
Tigard-Tualatin School District
Tillamook School District
Troy School District
Union School District
Wallowa School District
West Linn-Wilsonville School District
Winston-Dillard School District
Woodburn School District
Yamhill-Carlton School District

Private Schools

Archdiocese of Portland
Holy Redeemer Area School, Portland
Jesuit High School, Portland
LaSalle High School, Milwaukie
Oregon Episcopal School, Portland
The Catlin Gabel School, Portland
Tucker-Maxon Oral School, Portland

Education Service Districts

Clackamas Education Service District
Crook-Deschutes Education Service District
Douglas Education Service District
Grant Education Service District
Harney Education Service District
Jefferson Education Service District
Lake Education Service District
Lane Education Service District
North Central Education Service District
Northwest Regional Education Service District
Region 9 Education Service District
South Coast Education Service District
Umatilla-Morrow Education Service District
Union-Baker Education Service District
Willamette Education Service District
Yamhill Education Service District

Professional Associations

AFT-Oregon, AFL-CIO
Ashland Education Association
Association of Carlton Teachers
Beaverton Education Association
Chenowith Education Association
Community College UniServe Council, OEA
Confederation of Oregon School Administrators
Coos Bay Education Association
Corvallis Education Association
Days Creek Education Association
Estacada Education Association
Eugene Education Association
Forest Grove Education Association
Hermiston Association of Teachers
Junction City Education Association
Lake Oswego Education Association
Lane County Elementary Principals Association
Lebanon Education Association
McMinnville Education Association
Medford Education Association
North Clackamas Education Association
Ontario Education Association
Oregon Association for Supervision and Curriculum Development
Oregon Association of Central Office Administrators
Oregon Association of Secondary School Administrators
Oregon Council for Exceptional Children and Youth
Oregon Council of Teachers of Mathematics
Oregon Counseling Association
Oregon Education Association
Oregon Educational Media Association, OEA
Oregon Elementary School Principals Association, Eastern Region
Oregon Elementary School Principals Association, Northwest Region
Oregon Elementary School Principals Association, Southern Region
Oregon Elementary School Principals Association, Western Region
Oregon Federation of Independent Schools
Oregon Indian Education Association
Oregon School Boards Association
Oregon Science Teachers Association
Oregon Small Schools Association
Parkrose Faculty Association
Pendleton Association of Teachers
Philomath Education Association
Portland Association of Teachers
Portland Elementary Principals Association
Portland Federation of Teachers
Prospect Education Association
Reedsport Education Association
St. Helens Education Association
Salem Education Association
Silverton Education Association
South Umpqua Education Association
Springfield Education Association
Technology Educators of Oregon

Higher Education

Blue Mountain Community College
Clackamas Community College
Clatsop Community College
Concordia University
Eastern Oregon University
George Fox University
Lane Community College

Lewis & Clark College
Linn-Benton Community College
Mount Angel Seminary
Mount Hood Community College
Oregon State University
Oregon University System
Pacific University
Portland Community College
Portland State University
Reed College
Southern Oregon University
Southwestern Oregon Community College
Treasure Valley Community College
Umpqua Community College
University of Oregon
University of Portland
Warner Pacific College
Western Oregon University
Willamette University

Others

Albina Head Start, Portland
Albina Youth Opportunity School, Portland
American Association of University Women, Salem
Angell Job Corps Center
Boys & Girls Aid Society of Oregon
Bureau of Indian Affairs, Portland Area Office
Chemawa Indian School
Education Leadership/Technology Administration, University of Oregon
Educational Media Council
Glide Job Corps Center
Lutheran Church, Missouri Synod
Oregon Conference of Seventh Day Adventists
Oregon Family Resource Coalition
Oregon Historical Society
Oregon Museum of Science and Industry
Oregon Speech/Language/Hearing Association
Oregon State Library
Oregon Teaching Research Division
Organization of the Forgotten American
Portland Art Association
Reading and Study Skills Center, Lake Oswego
Student Leadership Development Foundation
Timber Lake Job Corps Center
United Presbyterian Church, Reedsport
U.S. Forest Service, Human Resource Programs
Western Regional Resource Center, University of Oregon
Westside Economic Alliance, Tigard
Worksystems, Inc.

WASHINGTON

Office of the Superintendent of Public Instruction

School Districts

Aberdeen School District
Adna School District
Almira School District
Anacortes School District
Arlington School District
Auburn School District
Bainbridge Island School District
Battle Ground School District
Bellevue School District
Bellingham School District
Bethel School District
Bickleton School District
Blaine School District
Bremerton School District
Burlington-Edison School District
Camas School District
Cape Flattery School District
Cascade School District
Cashmere School District
Central Kitsap School District
Central Valley School District
Centralia School District
Chehalis School District
Cheney School District
Clarkston School District
Cle Elum-Roslyn School District
Clover Park School District
College Place School District
Colton School District
Colville School District
Coulee-Hartline School District
Coupeville School District
Crescent School District
Davenport School District
Dieringer School District
Eastmont School District
East Valley School District
Eatonville School District
Edmonds School District
Ellensburg School District
Elma School District
Endicott School District
Entiat School District
Enumclaw School District
Ephrata School District
Everett School District
Evergreen School District
Federal Way School District
Ferndale School District
Fife School District
Franklin Pierce School District
Freeman School District
Garfield School District
Grand Coulee Dam School District
Granger School District
Highland School District
Highline School District
Hood Canal School District
Issaquah School District
Kahlotus School District
Kalama School District
Kelso School District
Kennewick School District
Kent School District
Kiona-Benton City School District
La Center School District
La Conner School District
Lacrosse School District
Lake Stevens School District
Lake Washington School District
Liberty School District
Longview School District
Mabton School District
Manson School District
Mary M. Knight School District
Marysville School District
Mary Walker School District
McCleary School District
Mead School District
Mercer Island School District
Monroe School District
Montesano School District
Morton School District
Moses Lake School District
Mossyrock School District
Mt. Baker School District
Mt. Pleasant School District
Mt. Vernon School District
Mukilteo School District
Naches Valley School District
Newport School District
Nine Mile Falls School District
Nooksack Valley School District
North Beach School District
North Franklin School District
North Kitsap School District
North Mason School District
Northport School District
Northshore School District
North Thurston School District
Oak Harbor School District
Oakville School District
Ocean Beach School District
Odessa School District
Okanogan School District
Olympia School District
Omak School District
Onalaska School District
Orcas Island School District
Orondo School District
Othello School District
Palisades School District
Pasco School District
Pateros School District
Pe Ell School District
Peninsula School District
Port Angeles School District
Port Townsend School District
Prosser School District
Pullman School District
Puyallup School District
Queets-Clearwater School District
Quilcene School District
Quillayute Valley School District
Quincy School District

Renton School District
Richland School District
Ridgefield School District
Ritzville School District
Riverview School District
Rochester School District
Royal School District
St. John School District
Seattle School District
Sedro-Wooley School District
Selah School District
Sequim School District
Shelton School District
Shoreline School District
Skykomish School District
Snoqualmie Valley School District
Soap Lake School District
South Kitsap School District
Spokane School District
Stevenson-Carson School District
Sultan School District
Sumner School District
Sunnyside School District
Tacoma School District
Taholah School District
Tahoma School District
Touchet School District
Tukwila School District
Tumwater School District
University Place School District
Vancouver School District
Vashon Island School District
Wahluke School District
Waitsburg School District
Walla Walla School District
Wapato School District
Washougal School District
Wenatchee School District
West Valley School District, Spokane
West Valley School District, Yakima
White Salmon Valley School District
Wilson Creek School District
Winlock School District
Woodland School District
Yakima School District
Zillah School District

Private Schools

Archdiocese of Seattle
Bethlehem Lutheran School, Kennewick
Bishop Blanchet High School, Seattle
Catholic Diocese of Spokane
Diocese of Yakima Catholic Schools
Lakeside School, Seattle
Spokane Lutheran School
The Bush School, Seattle
University Preparatory Academy, Seattle

Educational Service Districts

Educational Service District 101, Spokane
Educational Service District 105, Yakima
Educational Service District 112, Vancouver
Educational Service District 113, Olympia
Educational Service District 123, Pasco
Northwest Educational Service District, Mt. Vernon
North Central Educational Service District, Wenatchee
Olympic Educational Service District, Bremerton
Puget Sound Educational Service District, Burien

Professional Associations

Asotin Education Association
Auburn Education Association
Bellevue Education Association
Bellingham Education Association
Bethel Education Association
Big Bend College, AHE
Burlington-Edison Education Association
Centralia Education Association
Clover Park Education Association
Columbia County Education Association
Eastmont Education Association
Edmonds Education Association
Federal Way Education Association
Highline Education Association
Hoquiam Teachers' Association
Issaquah Education Association
Kelso Education Association
Kennewick Education Association
Lake Washington Education Association
Longview Education Association
Marysville Education Association
Medical Lake Education Association
Mukilteo Education Association
Northeast Washington Association for Supervision and Curriculum Development
Northshore Education Association
Northwest Association of Schools and Colleges
Port Angeles Education Association
Public School Employees of Washington
Pullman Education Association
Quincy Education Association
Renton Education Association
Richland Education Association
Seattle Day Nursery Association
Seattle Teachers Association
Skamania County Education Association
Snohomish Education Association
Snoqualmie Education Association
Spokane Area Superintendents Association
Spokane Education Association
Sunnyside Education Association
Tacoma Education Association
University Place Education Association
Wapato Education Association
Washington Association of Retarded Citizens
Washington Association of School Administrators
Washington Education Association
Washington Federation of Independent Schools
Washington Science Teachers Association
Washington State Association for Supervision and Curriculum Development
Washington State PTA
Washington State School Directors Association
WEA Association for Higher Education
Wenatchee Education Association

Higher Education

Bellevue Community College
Big Bend Community College
Central Washington University
Centralia College
Clark College
Eastern Washington University
Edmonds Community College
Everett Community College
Evergreen State College
Gonzaga University
Grays Harbor College
Green River Community College
Highline Community College
Olympic College
Pacific Lutheran University
Peninsula College
Pierce College
Seattle Community College District
Seattle Pacific University
Seattle University
Shoreline Community College
Skagit Valley College
Tacoma Community College
University of Puget Sound
University of Washington
Walla Walla College
Washington State University
Wenatchee Valley College
Western Washington University
Whatcom Community College
Whitman College
Whitworth College
Yakima Valley Community College

Others

Boeing Company
Curlew Job Corps Conservation Center
Education Technology Resource Center, Eastern Washington University
Emmanuel Presbyterian Church, Spokane
Global Community Institute, Bellingham
Gonion Educational Management Services, Amanda Park
Municipal League of Seattle and King County
New Horizons for Learning, Seattle
Pacific Science Center Foundation
Saron Lutheran Church, Hoquiam
School Information and Research Service, Olympia
Seattle *Post-Intelligencer*
South Puget Intertribal Planning Agency
Squaxin Island Tribe, Shelton
Washington State Library
Weyerhaeuser Company
Yakima Valley Opportunities Industrialization Center

Northwest Regional Educational Laboratory
2001 Annual Report to Members

Design: Dan Stephens, Renaissance Group
Photography: Denise Jarrett Weeks
Production: Denise Crabtree
Technical Editing: Eugenia Cooper Potter

NORTHWEST
REGIONAL
EDUCATIONAL
LABORATORY

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